



State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Peter McWalters
Commissioner

Kenneth Swanson
Director , Office for Diverse Learners

February 10, 2006

Office of Special Education Programs
U.S. Department of Education- Mail Stop 2600
7100 Old Landover Road
Landover, MD 20785-1506

Re: Part B State Performance Plan 7/1/04 – 6/30/05

Electronically attached is the Rhode Island State Performance Plan (SPP) covering the grant year July 1, 2004 through June 30, 2005. Revisions to the SPP based on OSEP's 12-29-05 information request are in **blue font** for indicators #1, #2, #3, #6, and #12. If you have any questions on this SPP please contact Dr. Susan Wood at 401-222-8992.

Sincerely,

Kenneth Swanson
Director, Office for Diverse Learners

Attachment

Note (4-5-2010): Yellow highlights are reflective of SPP measurement and /or indicator language changes/tweaks by OSEP. These include Indicator 1,2,3b,3c, 5 (revised Indicator and measurement), 7 (measurement revision) and Indicator 11,12,16,17 (Indicator revisions)

Telephone (401) 222-4600 **Fax** (401) 222-6030 **TTY** 800-745-5555 **Voice** 800-745-6575

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of the SPP.

1. Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

Measurement: States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

Beginning in 2007 Rhode Island integrated the data collection for graduation and dropout rates for special education students with the state's student information system. Rhode Island's student information system includes a unique state assigned student identifier (SASID) for every student in the state. The integration of the special education graduation and dropout data collection system into the Rhode Island student information system has allowed the state to generate a valid and reliable picture of the graduation and dropout situation. The cohort formula (four year graduation rate) utilized for graduation rate is:

$$\text{Annual Graduation Rate} = \frac{\begin{array}{l} \text{\# of students in cohort who graduated in 4 years or} \\ \text{less} \end{array}}{\begin{array}{l} \text{[number of first time entering 9}^{\text{th}} \text{ graders] -} \\ \text{transfers out + transfers in} \end{array}} \times 100$$

Overview of Issue/Description of System or Process:

The Secondary Transition indicators (#1, #2, #13 and #14) of the Rhode Island State Performance Plan have been developed through the ongoing work of the Rhode Island Transition Council since initiation of the Continuous Improvement Monitoring Process (CIMP) process. The Rhode Island Transition Council assisted in the development of the first State Improvement Plan and continues as the advisory body to RIDE on secondary transition issues. The RI Transition Council includes: students, parents, representatives of local education agencies and the following state agencies:

- RI Department of Education/Office of Special Populations (Chair)
- RI Department of Education/Office of Research, High School Reform and Workforce Development
- RI Department of Mental Health, Retardation and Hospitals/Division of Integrated Mental Health
- RI Department of Mental Health, Retardation and Hospitals/Division of Developmental Disabilities
- RI Department of Human Services/Office of Rehabilitation Services
- RI Office of Higher Education
- RI Department of Children, Youth and Families
- RI Department of Labor and Training
- RI Department of Health.

The RI Transition Council will continue to assist the Rhode Island Department of Education (RIDE) in meeting the expectations of the State Performance Plan.

Districts report the graduation rates as part of the special education census reporting process. The calculations for general education student graduation rates and special education student rates were collected and reported using different methodologies until the 2002-03 census. The methods are now consistent.

Baseline Data for FFY 2004 (2004-2005):

Graduation Rate

	00-01 Data*	01-02 Data	02-03 Data	02-03 'Trend'	03-04 Data	03-04 'Trend'	02-04 'Trend'
General Education	77%	83.72%	82.71	-1.01%	84.88%	+2.17%	+1.16%
Special Education	67%	69.28%	73.30%	+4.02%	71.89%	-1.41%	+2.61%

* Since this year, a uniform formula has been applied for general and special education graduation data – comparison is only valid between 2002 -'03

A complete report by school district appears in Appendix A (Graduation and Dropout Rates 2003-2004).

Discussion of Baseline Data:

Although Rhode Island experienced positive special education graduation rate growth in 2002-03 the trend moderated in the following year. The 2004-05 data will be available after [June 2006](#). The new Rhode Island High School Diploma System will go into effect with the graduating class of 2008. Although the system provides for multiple opportunities for students to demonstrate proficiency without a “high stakes” test, some educators are concerned that some students in special education will not meet the new Grade Level Expectations (GSE's) and will not receive a regular diploma. As a result, the Rhode Island measurable targets could expect some growth prior to 2008 with a possible dip in the 08-09 data. RIDE is

investing significant effort with LEA's to ensure that all students have the opportunity to meet the new requirements and if appropriate interventions are implemented, the trend line would be expected to recover.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	72.89%
2006 (2006-2007)	73.89%
2007 (2007-2008)	74.89%
2008 (2008-2009)	75.89%
2009 (2009-2010)	75.89%
2010 (2010-2011)	76.89%

Improvement Activities/Timelines/Resources: In continued collaboration with stakeholders, activities, timelines, and resources will be identified to improve state performance on this indicator and to reach the levels of performance for delineated targets.

Rhode Island High School Reform:

Rhode Island is currently implementing the Rhode Island Diploma System that will go into effect with the graduating class of 2008. Prior to 2008, graduation requirements have been completely determined by local school districts and the majority of students with disabilities have been awarded high school diplomas upon graduation or exiting public education (aging out).

The Rhode Island Diploma System:

Beginning with the Class of 2008, students will be required to demonstrate academic proficiency, apply knowledge and skills in a real world setting, and successfully complete a variety of challenging assessments in order to earn a high school diploma. These changes, which usher out a system that rewards seat time and introduce a system that rewards achievement, are at the heart secondary reform in Rhode Island.

Graduation by Proficiency:

One required component of Rhode Island's Diploma System is called *Graduation by Proficiency*. Among other things, graduation by proficiency requires students to complete assessments that are authentic and demonstrate deep content knowledge and mastery in an area of personal interest. Schools must offer students opportunities to complete "diploma assessments" (exhibitions, portfolios, Certificates of Initial Mastery, or End-of-Course Assessments) that will allow them to demonstrate their proficiency.

School-wide diploma assessments are designed to introduce *relevance* into students' high school experience by providing an opportunity to do extended and deep work in an area of personal interest. The introduction of student choice is an important component – and a dramatic change – of the system used to award diplomas in Rhode Island.

The implications of the Rhode Island Diploma System present a major opportunity for ensuring all students achieve high expectations. The specific impact on graduation rates for students in special education is difficult to predict, however many high schools have begun rigorous examination of data informing them of the progress of the special education student and access to the general education curriculum. It is anticipated that the work of the high schools in meeting the RI diploma requirements will improve access for students in special education and the long-term results will be positive.

The following is a timeline for the RI Diploma system rollout.

Rhode Island High School Reform:

Improvement Activities	Timelines	Resources
<p>Peer Review Process-</p> <p>The Peer review Process will be initiated with one-half of the high schools in the state in November. Schools will be reviewed by a panel of peers examining five areas of accountability related to the development and implementation of the RI Diploma System. Accountability included equity and access review for special education students.</p>	Fall 2005	<p>RI Department of Education, Office of High School Reform with support from a Gates Foundation Grant.</p> <p>Participation of RI Department of Education, Office of Special Populations personnel representing special education and ELL.</p>
<p>Peer Review Process-</p> <p>The Peer review Process will be initiated with the remaining one-half of the high schools in the state in February. Schools will be reviewed by a panel of peers examining five areas of accountability related to the development and implementation of the RI Diploma System.</p>	Spring 2006	<p>RI Department of Education, Office of High School Reform with support from a Gates Foundation Grant.</p> <p>Participation of RI Department of Education, Office of Special Populations personnel representing special education and ELL</p>

Accountability included equity and access review for special education students.		
Commissioners Review. All high schools will be reviewed by the Commissioner of Elementary and Secondary Education. If the school does not meet the established criteria for the RI Diploma System, the school may not receive the Commissioners designation.	2006-07 School Year	RI Department of Education, Office of High School Reform with support from a Gates Foundation Grant. Participation of RI Department of Education, Office of Special Populations personnel representing special education and ELL
Full Implementation of the RI Diploma System.	2007-2008	
Monitor impact on the graduation rate for students in special education	2008-2010	RI Department of Education, Office of Special Populations personnel Provide analysis on the impact and develop corrective actions in processes as necessary.

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of the SPP.

Monitoring Priority: FAPE in the LRE

Indicator 2 –: Percent of youth with IEPs dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

Measurement: States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

Beginning in 2007 Rhode Island integrated the data collection for graduation and dropout rates for special education students with the state's student information system. Rhode Island's student information system includes a unique state assigned student identifier (SASID) for every student in the state. The integration of the special education graduation and dropout data collection system into the Rhode Island student information system has allowed the state to generate a valid and reliable picture of the graduation and dropout situation. The cohort formula (four year graduation rate) utilized for graduation rate is:

$$\begin{array}{rcccl} & & & \text{(Dropouts – Returned Dropouts)} & \\ & & & / & \\ 2007-08 & = & & & \text{X100} \\ \text{Annual Dropout Rate} & & \text{October 1, 2006 Grade 9 – 12 Enrollment} & & \end{array}$$

Overview of Issue/Description of System or Process:

The Secondary Transition indicators (#1, #2, #13 and #14) of the Rhode Island State Performance Plan have been developed through the ongoing work of the RI Transition Council since initiation of the Continuous Improvement Monitoring Process (CIMP) process. The RI Transition Council assisted in the development of the first State Improvement Plan and continues as the advisory body to RIDE on secondary transition issues. The RI Transition Council includes: students, parents, representatives of local education agencies and the following state agencies:

- RI Department of Education/Office of Special Populations (Chair)
- RI Department of Education/Office of Research, High School Reform and Workforce Development
- RI Department of Mental Health, Retardation and Hospitals/Division of Integrated Mental Health
- RI Department of Mental Health, Retardation and Hospitals/Division of Developmental Disabilities
- RI Department of Human Services/Office of Rehabilitation Services
- RI Office of Higher Education
- RI Department of Children, Youth and Families
- RI Department of Labor and Training
- RI Department of Health.

The RI Transition Council will continue to assist RIDE in meeting the expectations of the State Performance Plan. Districts report the dropout rates as part of the special education census reporting process. The calculations for general education student dropout rates and special education student rates were collected and reported using different methodologies until the 2002-03 census. The methods are now consistent.

Baseline Data for FFY 2004 (2004-2005):

Dropout Rate							
	00-01 Data*	01-02 Data	02-03 Data	02-03 'Trend'	03-04 Data	03-04 'Trend'	02-04 'Trend'
General Education	16.9%	16.28%	17.29%	+1.01%	15.12%	-2.17%	-1.16%
Special Education	31.49%	30.72%	26.70%	-4.02%	28.11%	+1.41%	-2.61%

* Since this year, a uniform formula has been applied for general and special education dropout data – comparison is only valid between '02 and '03

Discussion of Baseline Data:

Rhode Island has experienced a reduction in the special education dropout rate since 2002-2003. There was an increase in the dropout rate in 2003-04 of 1.41%. The general trend has been down since 2002-2003. The 2004-2005 data will be available after [June 2006](#). The new RI High School Diploma will go into effect with the graduating class of 2008. Although the system provides for multiple opportunities for students to demonstrate proficiency without a "high stakes" test, some educators are concerned that some students in special education will not meet the new Grade Level Expectations (GSE's) and will not receive a regular diploma and be reported as a dropout. As a result, the RI measurable targets could expect some growth prior to 2008 with a possible dip in the 2008-2009 data. RIDE is investing significant effort with LEA's to ensure that all students have the opportunity to meet the new requirements and if appropriate interventions are implemented, the trend line would be expected to recover.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	27.11
2006 (2006-2007)	26.11
2007 (2007-2008)	25.11

2008 (2008-2009)	24.11
2009 (2009-2010)	24.11
2010 (2010-2011)	23.11

Improvement Activities/Timelines/Resources: In continued collaboration with stakeholders, activities, timelines, and resources will be identified to improve state performance on this indicator and to reach the levels of performance for delineated targets.

Rhode Island High School Reform:

Rhode Island is currently implementing the Rhode Island Diploma System that will go into effect with the graduating class of 2008. As described in indicator #1 (Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma), Rhode Island will integrate efforts to reduce the dropout rate through the high school reform effort. Resources of the National Dropout Prevention Center as well as other resources will be employed. As RI high schools continue preparation for the Commissioners Review of their diploma system in 2006-07, specific strategies for reducing dropouts will continue to be embedded in the review process.

The following is a timeline for the RI Diploma system rollout.

Rhode Island High School Reform

Improvement Activity	Timelines	Resources
Peer Review Process- The Peer review Process will be initiated with one-half of the high schools in the state in November. Schools will be reviewed by a panel of peers examining five areas of accountability related to the development and implementation of the RI Diploma System. Accountability included equity and access review for special education students.	Fall 2005	RI Department of Education, Office of High School Reform with support from a Gates Foundation Grant. Participation of RI Department of Education, Office of Special Populations staff representing special education and ELL.
Peer Review Process- The Peer review Process will be initiated with the remaining	Spring 2006	RI Department of Education, Office of High School Reform with support from a Gates Foundation Grant.

one-half of the high schools in the state in February. Schools will be reviewed by a panel of peers examining five areas of accountability related to the development and implementation of the RI Diploma System. Accountability included equity and access review for special education students.		Participation of RI Department of Education, Office of Special Populations personnel representing special education and ELL
Commissioners Review All high schools will be reviewed by the Commissioner of Elementary and Secondary Education. If the school does not meet the established criteria for the RI Diploma System, the school may not receive the Commissioners designation.	2006-07 School Year	RI Department of Education, Office of High School Reform with support from a Gates Foundation Grant. Participation of RI Department of Education, Office of Special Populations personnel representing special education and ELL
Full Implementation of the RI Diploma System.	2007-2008	
Monitor impact on the graduation rate for students in special education	2008-2010	Provide analysis on the impact and develop corrective actions in processes as necessary.

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26

maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of the SPP.

Monitoring Priority: FAPE in the LRE

3. Indicator 3: Participation and performance of children with IEPs on statewide assessments:

A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup.

B. Participation rate for children with IEPs.

C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. AYP percent = [(# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup) divided by the (total # of districts that have a disability subgroup that meets the State's minimum "n" size)] times 100.

B. Participation rate percent = [(# of children with IEPs participating in the assessment) divided by the (total # of children with IEPs enrolled during the testing window, calculated separately for reading and math)]. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.

C. Proficiency rate percent = [(# of children with IEPs enrolled for a full academic year scoring at or above proficient) divided by the (total # of children with IEPs enrolled for a full academic year, calculated separately for reading and math)].

Overview of Issue/Description of System or Process:

In the 2004- 2005 school year, Rhode Island students in grade 11 participated in the State Assessment Program by taking the New Standards Reference Exams. The New Standards Reference Exams measure achievement in English language arts (ELA) and mathematics.

Students in grades 4 and 8 were not tested in the 2004-2005 school year due to special consideration by the Federal government because of a transition to fall testing (see Appendix B for Assessment Consideration Letter From M. Spellings). The information provided in this report is based only on the 11th grade assessment results.

Children with disabilities continue to be included in our state assessment system. Students are able to participate in the regular state assessments with accommodations as needed. An alternate assessment is available for those children with significant cognitive disabilities who meet the criteria for the Alternate Assessment. The Alternate Assessment is a portfolio assessment that reflects Rhode Island's alternate content standards. This portfolio assessment measures student progress across a variety of learning opportunities and life skills linked to English/Language Arts and mathematics. Grade levels 3, 4, 5, 8 and 11 participated in the operational Alternate Assessment in 2004-2005 but only results for grade 11 are reported here (see above).

Rhode Island allows for two types of exemptions from the State Assessment Program. One is a medical exemption granted by the state. The second is an ELL exemption, in the content area of ELA only, for students in who have been in the United States for less than one year. The ELL exemption is in compliance with the Federal Law.

Baseline Data for FFY 2004 (2004-2005):

In the 2004-2005 school year, RI eleventh grade students participated in the new Standards Reference exams. Thirty-three of our 36 school districts include high schools servicing grade 11 students. In the ELA content area, 70% of our school districts met the state's AYP progress objectives for students with disabilities. In the Math content area 64% of our districts met the state's AYP progress objectives for students with disabilities. During the 2004-2005 school year, RI's eleventh grade students with disabilities had 99% participation rate for both the ELA and Math content areas. In regards to proficiency rates for RI's eleventh grade students, an overall 20% of student with disabilities met the proficiency when measured against the grade level standards or alternate standards in the content area of ELA. When measured against the Math grade level expectations or alternate standards, the proficiency rate for RI eleventh grade students was an overall percent of 12%.

Part A: Percent = # of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total # of districts in the State times 100.		
Percent of schools that met the AYP for the disability subgroups.	<u>ELA</u> 70%	<u>Math</u> 64%
Thirty-three of our 36 school districts include high schools (grade 11). ELA - 70% of the districts met AYP objectives for the disability subgroup Mathematics - 64% of the districts met AYP for the disability subgroup		
Part B. Participation rate for children with IEPs in regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards		
	ELA	Mathematics
a. # of children with IEPs in grades assessed	1724	1733
b. # of children with IEPs in regular assessment with no accommodations (percent = b divided by a times 100);	56%	55%
c. # of children with IEPs in regular assessment with accommodations (percent = c divided by a times 100)	42%	42%

d. # of children with IEPs in alternate assessment against grade level standards (percent = d divided by a times 100);	This data is not available at this time. RI is currently piloting a new Alternate Assessment that will include a measurement against grade level standards.	
e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100).	2%	3%
Overall percent	99%*	99%*
* Participation rates reflect 3 students who exempt from testing due to medical or ELL exemption criteria.		
Part C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.		
	ELA	Mathematics
a.# of children with IEPs in grades assessed;	1724	1733
b.# of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = b divided by a times 100);	13%	7%
c.# of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = c divided by a times 100);	7%	4%
d.# of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = d divided by a times 100); and	This data is not available at this time. RI is currently piloting a new Alternate Assessment that will include a measurement against grade level standards.	
e.# of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e divided by a times 100).	2%	2%
Overall percent	20%	12%

Discussion of Baseline Data:

In analyzing Rhode Island's state assessment results, there must be caution in the reflection of the data due to nature of the test, changes in the test dates and in the focus of the assessments. It should be noted that Rhode Island is in a transitional year and therefore baseline data will change for next year based on new assessments that will be in place. The data that is reported is based on Rhode Island students in the 11th grade who took the New Standards Reference Exam. This assessment is broken up into two content areas, English/Language Arts and Mathematics. The new baseline data is calculated to reflect the measurements described with the indicators in section 1 of this report.

District Performance

When reviewing district performance baseline data, it should be recognized that the percentage data is calculated based on the number of districts who had students participating in specific

subgroups. Overall, Rhode Island students with IEP's performed more successfully on the English/Language Arts exams than the Mathematics exams.

State Participation

Children with disabilities are included in our assessment system. Participation is high with a 99% participation rate in both ELA and Mathematics. Rhode Island has met it's NCLB participation target for all children at all grades reported on the state report card. It is anticipated that as Rhode Island changes high schools grade participation and implements the NECAP that the accuracy of our performance data may fluctuate due to the new process and increased grade participation. The Office of Assessment and Accountability continues to provide technical assistance to district's to insure accurate participation rates and will monitor the accurate participation rate reporting.

Statewide Performance

The baseline data for performance demonstrates that students with IEPs performed better on the ELA exams than the Mathematics exams.

FFY	Measurable and Rigorous Target
<p>2005 (2005-2006)</p>	<p>The 11 grade students will continue to participate in the New Standards Reference Exams for the 2005- 2006 school year.</p> <p>Grade expansion using the New England Common Assessment program (NECAP):</p> <p>The state has developed new assessments (NECAP) to meet NCLB requirements for testing in grades 3-8 in reading and mathematics. Writing will be assessed at grades 5 and 8 in 2005-2006. This will result in changes to our assessments both in content and in grades tested.</p> <p>Rhode Island is currently running two Alternate Assessment programs. The first is the operational model that has been administered annually for a number of years. The second is a pilot program, which has approximately 50 teachers and 200 students participating. The pilot program is based on Alternate Grade Span Expectations (AGSE) that are derived and expanded from the NECAP Grade Level Expectations (GLE). The pilot program will enable RI to collect data on how students taking the alternate assessment are performing against the alternate grade span expectations. The new format is a variation of a portfolio that allows RI to analyze the technical adequacy of our assessment. Student results will be aligned with the NECAP results used for accountability purposes. The Paul V. Sherlock Center (UCEDD), at Rhode Island College, also has an advisory role in both Alternate Assessments.</p> <p>Students not participating in the pilot assessment are currently being assessed using the operational Alternate Assessment, described above, at grades 2, 3, 4, 5, 6, 7, 8 and 10.</p> <p>Continue with increased performance rates for students with disabilities. This will be a baseline year given the NECAP state assessment and increase in grades assessed in addition to the administration time change from fall to spring.</p>

	<p>Attain and maintain 100% participation in state/district assessment for students with disabilities by 2007.</p>
<p>2006 (2006-2007)</p>	<p>The 11th grade students will continue to participate in the New Standards Reference Exams for the 2006- 2007 school year. A pilot of the new NECAP reading, writing and mathematics exams will also occur in fall of 2006.</p> <p>A science assessment in compliance with NCLB at grades 4, 8 and 11 will be piloted in spring of 2007</p> <p>Students in grades 3-8 will continue to be assessed in the fall with the NECAP exams in reading, writing and mathematics.</p> <p>Students requiring alternate assessment will participate in the new Alternate Assessments, which were piloted in the 2005-2006 school year. This assessment will measure their performance against the Alternate Grade Span Expectations.</p> <p>Attain and maintain 100% participation in state/district assessment for students with disabilities by 2007.</p> <p>The participation gap between students (disabled and non-disabled) will decrease by 15% in total by the year 2007.</p>
<p>2006-2008 (2006-2008)</p>	<p>Students in grades 3-8 and 11 will be assessed in the fall with the NECAP exams in reading, writing and mathematics.</p> <p>Attain and maintain 100% participation in state/district assessment for eleventh students with disabilities.</p> <p>In accordance with the Annual Measurable Objectives for Assessment and Accountability, the following rigorous and measurable proficiency targets are in place for all eleventh grade students:</p> <p style="text-align: center;">ELA: 75.0</p> <p style="text-align: center;">Math: 63.2</p> <p>Students in grade 11 will be assessed in the spring with the NECAP science exams.</p>
<p>2008-2011 (2008-2009)</p>	<p>Assessments described in the 07-08 school year will continue.</p> <p>Students in grades 3-8 and 11 will be assessed in the fall with the NECAP exams in reading, writing and mathematics.</p> <p>Attain and maintain 100% participation in state/district assessment for eleventh grade students with disabilities.</p> <p>In accordance with the Annual Measurable Objectives for Assessment and Accountability, the following rigorous and measurable proficiency targets are in place for eleventh grade students:</p>

	<p>ELA: 81.2</p> <p>Math: 72.4</p>
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Improvement Activities/Timelines/Resources: In continued collaboration with stakeholders, activities, timelines, and resources will be identified to improve state performance on this indicator and to reach the levels of performance for delineated targets.

Improvement Activity	Timelines	Resources
<p><u>State Assessment Program:</u> NECAP will be administered grades 3-8 and will expand to include high school in the fall of 2007. A new Rhode Island Alternate Assessment will be implemented fall of 2006, including grades 2-8 and 10.</p> <p>Rhode Island continues to have a strong commitment to the inclusion and increased performance of students with disabilities in our state assessment. The Office of Assessment and Accountability continues to provide guidance for planning and carrying out accommodations and the alternate assessment. The IEP network, community of practice, provides IEP teams with information on state assessment in support of this work. As part of NECAP, a Bias and Sensitivity Advisory Committee ensures that test items address the broadest range of students and the use of UDL elements. The New England Compact Task Module Assessment (TMAS) with NH, VT and ME, fully funded by the US Department of Education will continue to meet through May 2006 to address gaps in the current assessment system. RI continues to be a partner with NCEO, CRESST, and WESTAT to develop accessible reading assessments and is funded by the US Department of Education. The Offices of Assessment and Accountability and Special Populations have staff who are members of the CCSSO SCASS ASES project which focuses on the assessment of special education students. The Office of Special Populations has assigned a staff person to work with the Office of Assessment and Accountability for the alternate assessment.</p> <p>In the Spring of 2006, RIDE will develop Alternate Grade Span Expectations (AGSEs) in Science. The Science AGSEs will align</p>	<p>School year 2007-2008 and ongoing development</p>	<p>RI Department of Education, Office of Special Populations and Office of Assessment and Accountability personnel</p>

with RI Science GSEs. Pilot testing will occur in the spring of 2007 and full implementation will take place in spring of 2008. The Paul V Sherlock Center (UCEDD) will have an advisory role in the development and implementation of the Science AGSEs.		
<u>Instruction</u> RI is currently in the development stage of a State Wide Curriculum. Development includes teacher and other state holder participation. RI will have completed and will roll out to full implementation a State Wide Curriculum.	January 2006 – August 2006 August 2006	RI Department of Education, Office of Instruction.
Rhode Island's Collaborative System of Focused Monitoring: School Support System (SSS) incorporates a variety of instruments and procedures that are utilized to ensure compliance with state and federal laws and regulations. The SSS visits will continue to examine LEAs' state assessment records for participation rates and student performance; work with LEAs to analyze problematic areas and their contributing factors; and revise policies, procedures and practices to ensure access to the general curriculum, full participation in and high performance of students with disabilities on state assessment.	Ongoing to the year 2011	RI Department of Education, Office of Special Populations personnel RI Technical Assistance Project personnel RI Department of Education, Office of Assessment and Accountability personnel
<u>High School Reform:</u> Access to all the standards in the general curriculum is required as a part of the RI Proficiency Based Graduation Requirements (PBGR).	Ongoing, full implementation will take effect in 2008	RI Department of Education, Office of Middle and High School Reform personnel RI Department of Education Office of Special Populations personnel
<u>Unique student Identifier Number (SASID)</u> All public school students, including those in out of districts placements, are assigned a Unique student Identifier Number (SASID). This number allows the state and districts to track longitudinal data more precisely.	Ongoing to the year of 2011	RI Department of Education, Office of Special Populations personnel RI Department of Education, Network and Information System personnel RI Department of Education, Assessment and Accountability personnel
<u>Promoting High Expectations:</u> RIDE will continue to promote high expectations, support diverse learning needs and access to	Ongoing to the year 2011	RI Department of Education, Offices of Special Populations and Middle and High School

the general curriculum. Strategies to engage all students K-12 in various reform initiatives include the use of the Universal Design for Learning and Teaching Think Tank, Response to Intervention pilot schools, high school PBGRs, and Personal Literacy Plans. The goal of these		Reform personnel RI Technical Assistance Project personnel
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Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of the SPP.

Monitoring Priority: FAPE in the LRE

Indicator – 4. Rates of suspension and expulsion:

A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and

[new - B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.
]

Measurement: A. Percent = # of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children

with disabilities for greater than 10 days in a school year, divided by # of districts in the State times 100. A district is considered to have a significant discrepancy if its percentage of children with disabilities suspended or expelled for greater than 10 days in a school year is more than one standard deviation (SD) above the mean of all district percentages of children with disabilities suspended for greater than 10 days in a school year.

[new - B. Percent= # of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity, divided by # of districts in the State times 100. A district is considered to have a significant discrepancy if its percentage of children with disabilities, by race and ethnicity, suspended or expelled for greater than 10 days in a school year is more than one standard deviation (SD) above the mean of all district percentages of children with disabilities, by race and ethnicity, suspended for greater than 10 days in a school year.]

Overview of Issue/Description of System or Process:

The overall suspension/expulsion rate of children with disabilities for greater than 10 days in a school year (hereafter referred to as "Rate") in Rhode Island is quite low – the mean across districts according to most recent data is 1.16%. We believe this to be the result of many years of focus in Rhode Island on social emotional health and positive behavioral supports in schools.

These longstanding efforts are currently being expanded even further. Beginning in September 2005, The Sherlock Center for Disabilities at Rhode Island College (RI's University Center of Excellence) launched a statewide initiative to build a network of Positive Behavior Interventions and Supports (PBIS) practitioners and trainers. Among the partners for this project are the Rhode Island Technical Assistance Project (RITAP – a contractor for the RI Department of Education (RIDE), agencies and schools. PBIS is a framework for school-wide and, eventually, statewide organization. This PBIS framework encourages critical choice and creativity in identifying effective structures and practices. Schools may borrow structures and practices that are widely validated and may generate their own. These practices are expected to further decrease suspension and expulsion rates in Rhode Island. Among the outcomes of this program are:

- School-wide efforts to build a teaching and learning community in which everyone is welcome, everyone belongs, and everyone has a voice. This is the ultimate protective factor.
- Adults who understand the functional meaning of behavior and the influence of school-wide environment on behavior and, ultimately, on academic performance and achievement.
- Adults who see all students as their students and PBIS as the responsibility of everyone, not only of the special educators, social workers, psychologists, counselors, and principals.
- A focus on building strong, collaborative relationships with families and surrogate families.
- Opportunities for students to learn the skills of self-awareness, self-monitoring, and self-management.
- Many opportunities for students to learn and to practice pro-social behaviors through (a) observation of exemplary adult behavior, (b) direct instruction of desired behaviors, (c) continuous practice of these behaviors in real life situations, continuous feedback and frequent opportunities for relearning.
- Many opportunities for weaving together academic learning and social, emotional, and behavioral learning.

Although our Rate statewide is low, we will nevertheless continue to work with districts to decrease Rates that are significantly higher than state average. Districts have been contacted and are working with their data and programs and preparing to report their

findings. Interactions with districts will be tailored to their circumstances. The highest two districts (3.42% and 3.6% respectively) will receive priority attention.

Baseline Data for FFY 2004 (2004-2005):

A. 18.9% of LEAs had significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year, based on the December 2004 count. "Discrepancy" is defined as a percentage of children with disabilities suspended or expelled for greater than 10 days in a school year more than one standard deviation (SD) above the mean of all district percentages of children with disabilities suspended for greater than 10 days in a school year.

B. To be determined (please see next section)

Discussion of Baseline Data:

In Rhode Island, the December 2004 mean suspension/expulsion rate of children with disabilities for greater than 10 days in a school year (hereafter referred to as "Rate") was 1.16%. This is just slightly higher than the December 2003 Rate of .9%, and the December 2002 Rate of 1.1%. The highest Rate across the state in December 2004 was 3.60% - compared to 3.1% in December 2003 and 6.1% in December 2002. In general, the Rates statewide are low and trending lower.

However, of Rhode Island's 36 districts, 7 (18.9%), had Rates in December 2004 that were more than one standard deviation (1 SD = .96%), above the mean of all districts' Rates. Two of these districts had Rates that were more than two SDs above the mean. In contrast, seven districts had rates of 0%. [Two additional districts, not included in the discrepant group, had rates that were half a SD above the mean – these districts will be on "watch" status.]

Re: Indicator 4.b - Rhode Island is contracting with a qualified professional to help us design an appropriate data collection and management system that will allow us to report baseline data and targets on this section in the FFY APR due 02/01/07.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	85% of districts in the state will have rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities that are not significantly discrepant from the mean of all district rates.
2006 (2006-2007)	88% of districts in the state will have rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities that are not significantly discrepant from the mean of all district rates.
2007 (2007-2008)	91% of districts in the state will have rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities that are not significantly discrepant from the mean of all district rates.

2008 (2008-2009)	94% of districts in the state will have rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities that are not significantly discrepant from the mean of all district rates.
2009 (2009-2010)	97% of districts in the state will have rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities that are not significantly discrepant from the mean of all district rates.
2010 (2010-2011)	100% of districts in the state will have rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities that are not significantly discrepant from the mean of all district rates.

Improvement Activities/Timelines/Resources: In continued collaboration with stakeholders, activities, timelines, and resources will be identified to improve state performance on this indicator and to reach the levels of performance for delineated targets.

Activities	Timelines	Resources
Interaction with discrepant districts - district self-analysis, planning, design of tailored support - district implementation of plans, in an evaluation and revision cycle	2005-2006 2006-2007 and ongoing as needed	Districts, RI Department of Education, Office of Special Populations personnel, RI Technical Assistance Project and Sherlock Center personnel
Positive Behavior Interventions and Supports (PBIS) Project	2005-2008	Districts, RI Technical Assistance Project and Sherlock Center personnel
School Support System (SSS)	Ongoing	RI Department of Education, Office of Special Populations personnel, RI Technical Assistance Project personnel, school and LEA volunteer participants

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing

and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of the SPP.

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day;
- B. Inside the regular class less than 40% of the day; and
- C. In separate schools, residential facilities, or homebound/hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

Overview of Issue/Description of System or Process:

Our data collection system regarding service location for students with disabilities was changed prior to the December 2003 count in order to provide more accurate data. The December 2004 count reinforced that our provision of services in the least restrictive environment is relatively good, overall. However, districts whose data indicated wide variation from the mean were requested to analyze them for accuracy and to develop plans to improve both inclusiveness of service delivery and accurate data recording. We continued to work with all LEAs to improve implementation of the new data collection system and emphasized the importance of accurate reporting of data on our understanding of the restrictiveness of their service delivery. The School Support System (SSS), RI's special education monitoring system, continued to evaluate and emphasize delivery of services with nondisabled peers to the maximum extent that is appropriate for each individual student, and worked with LEAs to facilitate these efforts. Percentages in many districts changed considerably in one year's time.

Data Collection System:

Districts are still adjusting to the new data system. We will continue to work with districts to ensure that all LEAs have modified their practices and can successfully report accurate data. Data are shared in comparative graph form with all districts as soon as we have it available, with

the caveat that the data still may not be fully accurate. Many LEAs have been putting greater emphasis on increasing inclusive service delivery and on reporting location of service delivery more accurately. As we gain confidence that the data are reasonably accurate, LEAs with more restrictive patterns of service delivery will receive more formal and focused attention.

School Support System:

Rhode Island's Collaborative System of Focused Monitoring: School Support System (SSS) incorporates a variety of instruments and procedures that are utilized to ensure compliance with state and federal laws and regulations. The SSS visits will continue to examine LEAs data and efforts on location of provision of services, and work with the LEAs to analyze problematic patterns and their contributing factors. LEAs are supported to revise policies, procedures and practices to promote education of students with disabilities with their nondisabled peers to the maximum extent appropriate, ensure access to the general curriculum, and support high performance of students with disabilities.

Promoting High Expectations:

We continue to promote high expectations, support for diverse learning needs, and access to the general curriculum within general education through staff involvement with Rhode Island Department of Education efforts to promote Personal Literacy Programs and the High School Reform foci on literacy and personalization, and a response to intervention approach.

Professional Development

Our professional development programs continue to provide opportunities for general and special educators to increase their capacity to provide differentiation of instruction and other support for diverse learning needs, social-emotional supports, access to the general curriculum, etc.

Promoting Service in the Least Restrictive Environment for Students with Disabilities that Significantly Affect Functioning:

We continue to support professional development and demonstration classrooms to promote the education of students with autism and other low-incidence disabilities in the appropriate least restrictive environment, including general education settings as much as possible. We partner with our state Developmental Disabilities Council and our University Center on Disabilities (The Sherlock Center) on efforts to promote inclusive provision of services for all students, including those with developmental and other significant disabilities.

Baseline Data for FFY 2004 (2004-2005): [December 1, 2004 count]

- A. 62.8% of children with IEPs were removed from regular class less than 21% of the day
- B. 18.7% of children with IEPs were removed from regular class greater than 60% of the day
- C. 4.7% of children with IEPs were served in public or private separate schools, residential placements, or homebound or hospital placements

Discussion of Baseline Data:

Although our percentages are improving, there remains a wide variation among districts, most importantly in the <21% and >60% categories. In the <21% category, districts range from 100% of students down to 34% of students, with a mean of 63% and a standard

deviation of 14%. In the >60% category, districts range from 0% of students up to 33% of students, with a mean of 18.9% and a standard deviation of 8%. Some of the variation can be attributed to lingering problems with appropriate documentation of service provision location. The more important concern is actual variation in restrictiveness of placements.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	<ul style="list-style-type: none"> A. State average of children with IEPs removed from regular class less than 21% of the day will be 65% or higher; the standard deviation among districts will be 13% or lower. B. State average of children with IEPs removed from regular class greater than 60% of the day will be 18% or lower; the standard deviation among districts will be 7% or lower. C. State average of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements will be 4.5% or lower.
2006 (2006-2007)	<ul style="list-style-type: none"> A. State average of children with IEPs removed from regular class less than 21% of the day will be 68% or higher; the standard deviation among districts will be 13% or lower. B. State average of children with IEPs removed from regular class greater than 60% of the day will be 16% or lower; the standard deviation among districts will be 6% or lower. C. State average of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements will be 4.3% or lower.
2007 (2007-2008)	<ul style="list-style-type: none"> A. State average of children with IEPs removed from regular class less than 21% of the day will be 71% or higher; the standard deviation among districts will be 12% or lower. B. State average of children with IEPs removed from regular class greater than 60% of the day will be 14% or lower; the standard deviation among districts will be 5% or lower. C. State average of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements will be 4% or lower.
2008 (2008-2009)	<ul style="list-style-type: none"> A. State average of children with IEPs removed from regular class less than 21% of the day will be 74% or higher; the standard deviation among districts will be 11% or lower. B. State average of children with IEPs removed from regular class greater

	<p>than 60% of the day will be 12% or lower; the standard deviation among districts will be 5% or lower.</p> <p>C. State average of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements will be 4% or lower.</p>
<p>2009 (2009-2010)</p>	<p>A. State average of children with IEPs removed from regular class less than 21% of the day will be 77% or higher; the standard deviation among districts will be 11% or lower.</p> <p>B. State average of children with IEPs removed from regular class greater than 60% of the day will be 11% or lower; the standard deviation among districts will be 4% or lower.</p> <p>C. State average of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements will be 3.5% or lower.</p>
<p>2010 (2010-2011)</p>	<p>A. State average of children with IEPs removed from regular class less than 21% of the day will be 80% or higher; the standard deviation among districts will be 10% or lower.</p> <p>B. State average of children with IEPs removed from regular class greater than 60% of the day will be 10% or lower; the standard deviation among districts will be 4% or lower.</p> <p>C. State average of children with IEPs served in public or private separate schools, residential placements, or homebound will be 3% or lower.</p>

Improvement Activities/Timelines/Resources: In continued collaboration with stakeholders, activities, timelines, and resources will be identified to improve state performance on this indicator and to reach the levels of performance for delineated targets.

Activities	Timelines	Resources
LEAs with more restrictive patterns of service delivery will receive more formal and focused attention.	2005-2006 and ongoing as needed	RI Department of Education, Office of Special Populations staff, LEA Special Education Directors, LEA census personnel
School Support System (SSS)	Ongoing	RI Department of Education, Office of Special Populations personnel, RI Technical Assistance Project personnel, school and LEA volunteer participants
Professional development on differentiating instruction and response to intervention.	Ongoing	RI Department of Education, Office of Special Populations personnel; RI Technical Assistance Project personnel, full-time specialist focusing on social-emotional supports. Capacity-building funds supporting two teachers to provide professional development in schools, LEAs and regions.
Professional development and demonstration classrooms to promote the education of students with autism and other low-incidence disabilities in the appropriate least restrictive environment.	Ongoing	Two full-time specialists supported by the Office of Special Populations; partners

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

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Monitoring Priority: Preschool LRE

Indicator – #6 - Percent of preschool children who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings.)

Measurement: Percent = # of preschool children with IEPs who received all special education services in settings with typically developing peers divided by the total # of preschool children with IEPs times 100.

Overview of Issue/Description of System or Process:

During the self-assessment process completed in 2001, a review of the national data indicated that in Rhode Island, 66.5% of children 3-5 are receiving special education and related services in an integrated setting. This ranks Rhode Island as the 4th highest state in providing inclusive settings for preschool children. In 2002 and 2003, 72% of children 3-5 are receiving special education and related services in an integrated setting.

At the district level, LEAs are providing a continuum of integrated settings; the most common being integrated preschool programs located at elementary schools. Currently this information is being collected in a data system at the Rhode Island Department of Education. The current data system placement categories or educational placements for eligible preschool children were developed many years ago and have not yet been updated to align with current definitions of what constitutes least restrictive placements. Although each LEA is required to submit written data on the array of placement services being implemented in their district, this has not been integrated in our formal data system

Baseline Data for FFY 2004 (2004-2005):

Because Rhode Island's data is not accurately aligned with the federal definition, we are not able to use this as baseline data from which to develop measurable and rigorous targets. We do have a timeline for data collection refinement and development (see description below).

Discussion of Baseline Data:

Our data collection timelines are the following:

- Spring-Summer 2006: Develop new placement categories for eligible preschool children that align with the federal definitions of what constitutes least restrictive placements. These new categories will be integrated in our RIDE data system.
- Fall-Winter 2006: Collect data from LEAs in Rhode Island and analyze this information
- Spring-2006: Through a self-study with partners and stakeholder groups, targets will be set through a review of the baseline data
- Summer-Fall 2006: Continue joint planning with partners and stakeholder groups to develop improvement activities and identify resources and timelines.

Measurable and Rigorous Targets:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	The target will be 70% for preschool children who received special education and related service are served in setting with typically developing peers
2006 (2006-2007)	The target will be 72% for preschool children who received special education and related service are served in setting with typically developing peers
2007 (2007-2008)	The target will be 75% for preschool children who received special education and related service are served in setting with typically developing peers
2008 (2008-2009)	The target will be 80% for preschool children who received special education and related service are served in setting with typically developing peers
2009 (2009-2010)	The target will be 81-82% for preschool children who received special education and related service are served in setting with typically developing peers
2010 (2010-2011)	The target will be 83-85% for preschool children who received special education and related service are served in setting with typically developing peers

Improvement Activities/Timelines/Resources: In continued collaboration with stakeholders, activities, timelines, and resources will be identified to improve state performance on this indicator and to reach the levels of performance for delineated targets.

Improvement Activity	Timelines	Resources
Meetings will occur with the various stakeholders and partners to review current data systems and information.	2005 and onward	RI Department of Education, Office of Special Populations personnel (OSP, Part B) and the Department of Human Service (DHS, Part C) and other collaborative partnerships with stakeholders
Continue to develop alignment among federal, state and local data collection systems to collect data that is reflective of actual practices at the local level utilizing forms on the annual preschool survey via the LEAs Consolidated Resource Plan (CRPs).	2005 and onward	RI Department of Education, Office of Special Populations personnel (OSP, Part B) and the Department of Human Service (DHS, Part C) and other collaborative partnerships with stakeholders
Professional development (regional trainings) on what constitutes what constituents part-time early childhood / part-time early special education settings (ratios) and general early childhood settings, reverse mainstreaming setting (and defining what is reverse mainstreaming), as well as district responsibility in those settings (tuition, service provision, location and on-site “specialized instruction”).	School year 2006-2007 and onward	RI Department of Education, Office of Special Populations personnel (OSP, Part B) and the Department of Human Service (DHS, Part C) and other collaborative partnerships with stakeholders
Continue to review and refine the alignment among federal, state and local data collection systems to collect data that is reflective of actual practices at the local level.	School year 2006-2007 and onward	RI Department of Education, Office of Special Populations personnel (OSP, Part B) and the Department of Human Service (DHS, Part C) and other collaborative partnerships with stakeholders

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

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Monitoring Priority: Preschool Outcomes (New Indicator)

Indicator 7 Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning = $\left[\frac{\text{(\# of preschool children who did not improve functioning)}}{\text{(\# of preschool children who did not improve functioning)}} \right]$

preschool children with IEPs assessed)] times 100.

- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.

Overview of Issue/Description of System or Process:

Currently, Rhode Island does not have a consistent assessment system being implemented statewide or a data collection system to report and analyze outcome information for preschool children with IEPs.

Baseline Data for FFY 2004 (2004-2005):

The Rhode Island Department of Education (Early Childhood) in partnership with the Department of Human Services (Child Care Office) has begun to develop a system of assessment linked with the Rhode Island Early Learning Standards and has provided professional development to over 650 early care and education providers, including preschool special education teachers. The system of authentic assessments has included developmentally appropriate tools and strategies that include observation, collection of student work and input from the student's family.

Our plan in the future will be to build upon these current strategies by identifying specific tools and formalizing a process of collecting this information:

Target population: All preschool children with IEP, age 3-5, who are younger than 54 months of age when the first IEP is completed and who receive services for at least 6 months before kindergarten entry.

Assessment/measurement tools: Tools and methods in accord with Rhode Island evaluation policies and aligned with the Rhode Island Early Learning Standards will be used to inform a team rating in each of the three outcome areas. The state has been considering the Creative Curriculum as one of the assessment tools. The outcome rating scale (to be designed) will summarize each child's level of functioning in each of the three areas in relation to typically developing peers. The high point (5) on this scale will indicate outcome achieved at an age-expected level. The low point (1) indicates the farthest distance from age-expectations.

Conducting the Assessments: IEP teams will determine outcome ratings according to procedural guidelines, consistent with the 3 required categories. They will base ratings on existing data on the child, including evaluations and information provided by the parents of the child, current classroom-based assessments and observations, and observations by teachers and related service providers to determine the present levels of performance.

Time of Measurement: Outcome ratings will be discussed and planned at initial IEP development. Baseline measurements will be collected 6 months from the child's entry. Progress measurement will be completed annually as determined by the IEP team and at exit.

Discussion of Baseline Data:

Analyzing Data: The outcome ratings from initial IEPs will be matched to exit outcome ratings for individual children. At the district and state levels, analysis of scores will be developed for each of the three outcomes.

- A. Percent of preschool children who reach or maintain functioning at a level comparable to same-aged peers: Children with rating of 5 at initial IEP and at exit will be categorized as a. Children who have ratings below 5 at initial IEP, but 5 at exit will also be categorized as a.
- B. Percent of preschool children who improved functioning: Children with higher ratings at exit than at initial IEPs (with exit ratings below 5) will be categorized as b. Children who do not have increased rating scores, but who the team decided have made progress, based on available data, will also be categorized as b.
- C. Percent of preschool children who did not improve functioning: Children who do not have increased rating scores, and who the team decides have not made progress, based on available data, will be categorized as c.

In addition, the state will analyze by district and state the mean and distribution of the entry status of children, exit status, and percentages of children who increased ratings from initial IEPs to exit (moved nearer to typical development).

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Measurable and rigorous state performance targets will be delineated, based on collaborative efforts with partners and stakeholders using clear, quantifiable baseline data emerging from measurements provided by the Secretary.
2006 (2006-2007)	To be delineated
2007 (2007-2008)	To be delineated
2008 (2008-2009)	To be delineated

2009 (2009-2010)	To be delineated
2010 (2010-2011)	To be delineated

Improvement Activities/Timelines/Resources:

In continued collaboration with stakeholders, activities, timelines, and resources will be identified to improve state performance on this indicator and to reach the levels of performance for delineated targets.

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of the SPP. Please see the *Overview of Issue/Description of System or Process* section below for additional information on the collaborative efforts between RIDE and the PTI staff regarding this indicator.

Monitoring Priority: Parent Involvement (New Indicator)

Indicator #8 – Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Measurement: Percent = # of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities divided by the total # of respondent parents of children with disabilities times 100.

Overview of Issue/Description of System or Process:

Although this monitoring priority, indicator, and measurement are new, with the resulting discussion and overview to arise from the following data collection plan, a parent partnership momentum is already underway in Rhode Island (RI). As a small state, Rhode Island has long enjoyed ongoing parent partnership as a regularity of the system in state and local policy and planning.

Further, as an outgrowth of broad stakeholder engagement in its Continuous Improvement and Monitoring Process and Parent Partnership Cluster of its State Improvement Plan (SIP), Rhode Island added to its many opportunities for parent engagement a *State Advisory Committee on School/Family/Community Partnership*, comprised of representatives of Rhode Island's lead parent organizations, districts, and schools. Convened as an activity of the Parent Partnership component of the RI State Improvement Plan, this stakeholder group met quarterly during the 2004-2005 school year to advise state level policies and activities related to both the Parent Partnership component of the RI SIP as well as to the Family and Community Engagement work of the Rhode Island Department of Education's (RIDE's) overall accountability system. *The National Standards for Parent Involvement* developed by the National Parent Teacher Association emerged as the centerpiece of this Advisory Committee's recommendations for parent partnership improvement and has been adopted as well by the Rhode Island Board of Regents for Elementary and Secondary Education.

The rich experience and perspective of parents and schools represented on Rhode Island's *State Advisory Committee on School/Family/Community Partnership* offers a valuable stakeholder resource for continued work on improving schools' parent involvement efforts on behalf of improved services for children with disabilities. The energies of this group will be devoted during the 2005-2006 school year to advising the state as it addresses the new SPP Parent Involvement Indicator, establishes baseline measurements, sets measurable and rigorous targets, identifies timelines and resources, and generates improvement activities in light of delineated targets. Resources of members' organizations and groups can potentially be engaged as improvement activities are implemented.

Also offering a potentially rich resource to the upcoming work of data collection, particularly in maximizing culturally competent and locally effective outreach to potential parent respondents, is Rhode Island's network of Local Special Education Advisory Committees (LACs). LACs represent committees' parallel to State Advisory Committees under IDEA and have been in place in Rhode Island local school districts for more than 25 years as a requirement under Rhode Island special education regulations. The school committee of each local and regional special education program must appoint and support such an advisory committee on special education, comprised of parents of children with disabilities, school personnel, and individuals with disabilities. Each LAC advises the local district on matters concerning the unmet needs of students with disabilities and advocates in partnership with parents for students with disabilities to ensure entitlements, among other roles and responsibilities.

The RI Department of Education collaborates with the RI Parent Training and Information Center (PTIC) administered by the Rhode Island Parent Information Network (RIPIN), RI Special Education Advisory Committee (RISEAC), and network of LACs, who jointly convene for statewide networking dinner meetings throughout the school year. This network, known as the RIPIN/LAC/RISEAC network, facilitates communication, program development, and professional development of all partners, with the express purpose of supporting RISEAC and RI LACs in their roles of advising state and local special education improvement. This network also offers an additional vehicle through which the upcoming process of data collection can be advised and locally facilitated.

Earlier work in Rhode Island on the Parent Partnership component of Rhode Island's SIP projected plans for adult learning experiences and program development relative to this indicator area. These plans are expected to reemerge as they are informed by baseline data

to be collected in the upcoming year and as they align with targets and activities subsequently developed through the State Performance Planning process.

Data Collection Process:

Overview: During the 2005-2006 school year, Rhode Island will collect data to establish a baseline of state performance regarding schools' facilitation of parent involvement as a means of improving services and results for children with disabilities. The data source will consist of parents of children receiving special education services and will be representative of Rhode Island's population. The NCSEAM *Parent Survey - Special Education, Version 2.0*, adapted for Rhode Island consistent with NCSEAM guidelines, will provide the primary tool for data collection, and the RI Department of Education and PTIC are exploring the Survey's scales as well as the Item Bank to determine the best application for Rhode Island. Rhode Island will ensure a technically sound survey process by consulting with experts in sampling technology/methodology and data collection/analysis. The state will also engage stakeholder input in maximizing survey returns, examining baseline performance findings, setting measurable and rigorous performance targets, and generating the state's performance improvement plan for this monitoring priority.

Data Collection: Rhode Island will undertake sampling as the data collection approach, utilizing methodology that yields valid and reliable statewide estimates. Culturally competent survey approaches that generate a genuinely representational return of parent responses will be employed.

To ensure the collection of a representational sample, the state will seek expertise in several ways, minimally including: (a) Input from the *State Advisory Committee on School/Family/Community Partnership*; (b) Expert consultation through a contracted vendor with expertise in sampling technology/methodology and data collection/analysis, to assist with designing and implementing a successful surveying, sampling, measurement, and reporting process consistent with the steps outlined in the guidance document entitled, *Steps in Addressing the SPP/APR Parent/Family Indicator using the NCSEAM Measurement Tools*; and (c) outreach advice and assistance from the RIPIN/LAC/RISEAC network.

Rhode Island will access expert consultation described above to assist in developing and implementing a sampling plan that balances cost effectiveness and precision. Subject to such consultation, Rhode Island anticipates employing a probability method using stratified random sampling. The following strata will be reflected among the parents surveyed: Parents of children of various ages, race/ethnicity, and exceptionalities; parents of children with exceptionalities who are second language learners; and children attending districts of varying size and poverty prevalence, including the largest urban district.

With a statewide special education population of approximately 32,000 students aged 3-21 receiving special education services in 36 traditional LEAs, eleven charter schools (three of which are district charter schools) and five state operated schools, it is projected that Rhode Island will seek survey returns to provide a sample size of 589 at a confidence level of 95% and confidence interval of four, in accordance with Creative Research Systems calculations. Determination of the number of surveys to disseminate to ensure this sample size and avoid non-responses will be made in consult with expertise as cited above. Delineation of items to be included in the survey will be decided collaboratively with PTIC employing NCSEAM tools and item bank consistent with NCSEAM guidelines. Determination of methodologies supplementing paper and pencil methods, to ensure effective outreach and adequate returns employing culturally competent practices, will be made in consultation with data collection/analysis experts as well as under advisement and collaboration with Rhode Island's *State Advisory Committee on School/Family/Community Partnership*, its representative organizations, and the RIPIN/LAC/RISEAC Network. Adjustments in this projected data collection plan will be made under expert consultation to ensure that the sampling plan is

technically sound, will establish an accurate baseline performance profile, and will effectively inform the generation of improvement targets and activities.

Data Collection Timelines and Related Processes:

Spring 2005-2006: Establishment of state baseline performance profile based on clear, quantifiable baseline data using measurements provided by the Secretary and the NCSEAM Tools

- Winter 2005-2006: Engagement of vendor with expertise in sampling technology/methodology and data collection/analysis
- Advice from partners and stakeholder groups described in narrative.
- Determination of survey items and survey dissemination plan, including participating collaborators

Spring 2006: Data collection and analysis

- Dissemination and collection of surveys using processes described in narrative, including mailing and other outreach methods with partners and stakeholders
- Expert data analysis and reporting
- Articulation of state performance baseline

Summer/Fall 2006: Target-setting

- Self study with partners and stakeholder groups based on joint exploration and consideration of baseline data
- Delineation of measurable and rigorous state performance targets

Fall/Winter 2006: Improvement Planning

Continue joint planning with partners and stakeholder groups to develop improvement activities and identify resources and timelines

Baseline Data for FFY 2004 (2004-2005):

Given that this is a new indicator with a new measurement, baseline data consistent with OSEP requirements, as described, will be available and reported in the FFY 2005 APR due 2/1/2007.

However, one data set recently added to the Rhode Island statewide census offers statewide data regarding parent participation in IEP meetings. Addition of this new data element grew out of the state's broad engagement of stakeholders in its Continuous Monitoring and Improvement Process as reported in Rhode Island's last APR. As of June 2005, the second full year of data collection, districts' response to technical assistance has resulted in better reporting on this element. Continued refinement of this data reporting will enable the state to track and report on the performance of school districts in successful engagement of parents in IEP meetings as well as to provide a reference point for district monitoring and feedback regarding new parental participation provisions under IDEA 2004.

Discussion of Baseline Data:

To take place upon completion of statewide data collection using new measures and processes described in preceding narrative.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Measurable and rigorous state performance targets will be delineated, based on collaborative self-study with partners and stakeholders using clear, quantifiable baseline data emerging from measurements provided by the Secretary and the NCSEAM Tools
2006 (2006-2007)	To be delineated
2007 (2007-2008)	To be delineated
2008 (2008-2009)	To be delineated
2009 (2009-2010)	To be delineated
2010 (2010-2011)	To be delineated

Improvement Activities/Timelines/Resources:

In continued collaboration with stakeholders, activities, timelines, and resources will be identified to improve state performance on this indicator and to reach the levels of performance for delineated targets.

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities.

Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of the SPP.

Monitoring Priority: Disproportionality

Indicator 9– Percent of districts that report disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Measurement:

Percent = # of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification divided by # of districts with disproportionate representation times 100.

Overview of Issue/Description of System or Process:

Rhode Island Department of Education, Office of Special Populations personnel review 618 data, identify districts with disproportionate representation, and continue to coordinate with other staff to conduct verification activities and provide district and state updates. To support this work, RI has convened a special Disproportionality Workgroup to focus the attention and resources of the State on the issue of disproportionality. The workgroup consists of individuals with expertise in different areas relative to disproportionality. While it was anticipated that collaboration with a University of Rhode Island doctoral level graduate student would inform Rhode Island's definition of significant disproportionality, however, the doctoral student's educational career has taken a different turn and Rhode Island is currently in discussions to seek other data analysis support.

Baseline Data for FFY 2004 (2004-2005):

Statewide Methodology for Determining Disproportionate Representation:

At this time, Rhode Island was unable to determine if disproportionate representation was the result of inappropriate identification for this reporting period; however, Rhode Island will implement a process to make this determination in the immediate future using multiple data sources. Rhode Island's Collaborative System of Focused Monitoring: School Support System (SSS) and RI's Consolidated Resource Plan (CRP), which provide data on LEA policies and procedures in special education and general education, inform and contribute to this work. (Currently, the following occur during SSS and CRP processes: Review of the continuum of services and supports available to students within the district prior to referral for special education; SSS review of currently available disproportionality data; review of written LEA screening, referral, evaluation, and eligibility determination policies, practices, and procedures;

review of discipline policies, pre-referral procedures, placement procedures, etc; record reviews of a selection of student records to identify problematic or discriminatory policies or procedures and to determine if LEA policies and procedures were being followed; interviews with LEA general and special education staff, administrators, parents, and other stakeholders).

Discussion of Baseline Data:

Rhode Island does not yet have baseline data on the percentage of districts with significant disproportionality due to inappropriate identification. Please see the Improvement Activities/Timelines/ Resources section for additional information.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Measurable and rigorous state performance targets will be delineated, based on collaborative self-study with partners and stakeholders using clear, quantifiable baseline data emerging from measurements provided by the Secretary.
2006 (2006-2007)	To be delineated
2007 (2007-2008)	To be delineated
2008 (2008-2009)	To be delineated
2009 (2009-2010)	To be delineated
2010 (2010-2011)	To be delineated

Improvement Activities/Timelines/Resources: 2005-2006 and onward

At the state level, Rhode Island is examining existing policies, practices, and procedures to determine where changes may need to occur across the system and working to build its capacity to address these and other systemic issues. Rhode Island has requested technical assistance from Northeastern Regional Resource Center (NERRC), New England Equity Assistance Center (NEEAC), and other national consultants to address associated issues from a systems improvement perspective. A Disproportionality Workgroup has been convened to review Rhode Island's data analysis and to advise on Rhode Island procedures for identifying and addressing racial, linguistic, gender, and disability status disproportionality. Within the SEA, information on disproportionality in Rhode Island will be shared to familiarize state staff with the issues and related factors, including using disproportionality data to guide practices.

Rhode Island 's data analysis will continue to utilize data collected from narrative reports, interviews, and record reviews through Rhode Island's Collaborative System of Focused Monitoring: School Support System as well as the LEAs' applications for Consolidated Resource Plan for Federal Funding to determine if disproportionate representation is due to inappropriate

identification. This data is then gathered according to a tiered level of intervention based on weighted risk ratios where at least 15 students in the district's ethnic group are in special education (i.e., at least 15 American Indian students with disabilities in the district) as follows:

LEA Weighted Risk Ratio	Intervention and Data Required by SEA
1.5-1.99	Letter of alert
2.0 - 2.49	District self-assessment
2.5-2.99	Desk audit/paper review with required use of some portion of the 15% required by IDEA 04
3.0+	Desk audit/paper review with required use of full 15% required by IDEA '04

Both self-assessments and paper reviews will inform regular on-site visits as well as the day-to-day district liaison work conducted by Office of Special Populations staff. Rhode Island will continue to implement procedures for identifying, monitoring, and addressing racial, linguistic, gender, and disability status disproportionality based on the data analysis. Attention will be given to the determination of causal factors for disproportionate representation.

Rhode Island will publicize disproportionality data through the creation of a statewide map that is color-coded for each district based on performance and posted on the state's web site. Rhode Island will make available and report to the public data on the progress and/or slippage in meeting the measurable and rigorous targets for Disproportionality found in the SPP. In addition, Rhode Island will report disaggregated data based on the performance of each local educational agency (LEA).

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of the SPP.

Monitoring Priority: Disproportionality

Indicator # 10: Percent of districts that report disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Measurement:

Percent = # of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by # of districts with disproportionate representation times 100.

Overview of Issue/Description of System or Process:

Rhode Island Department of Education, Office of Special Populations personnel review 618 data, identify districts with disproportionate representation and coordinate with other staff to conduct verification activities and provide district and state updates. In addition, RI has convened a special Disproportionality Workgroup to focus the attention and resources of the State on the issue of disproportionality. The workgroup consists of individuals with expertise in different areas relative to disproportionality.

Baseline Data for FFY 2004 (2004-2005):

Statewide Methodology for Determining Disproportionate Representation:

At this time, Rhode Island was unable to determine if disproportionate representation was the result of inappropriate identification for this reporting period; however, Rhode Island will implement a process to make this determination in the immediate future using multiple data sources. RI's Collaborative System of Focused Monitoring: School Support System (SSS) and Rhode Island's Consolidated Resource Plan (CRP), which provide data on LEA policies and procedures in special education and general education, continue to contribute to this work. Currently, the following occur during SSS and CRP processes: review of the continuum of services and supports available to students within the district prior to referral for special education; SSS review of currently available disproportionality data; review of written LEA screening, referral, evaluation, and eligibility determination policies, practices, and procedures; review of discipline policies, pre-referral procedures, placement procedures, etc; record reviews of a selection of student records to identify problematic or discriminatory policies or procedures and to determine if LEA policies and procedures were being followed; interviews with LEA general and special education staff, administrators, parents, and other stakeholders. Rhode Island plans to secure further technical assistance and support on data analysis processes to refine the definition of significant disproportionality and determine where significant disproportionality is due to inappropriate identification practices.

Discussion of Baseline Data:

RI does not yet have baseline data on the percentage of districts with significant disproportionality due to inappropriate identification. Please see the Improvement Activities/Timelines/ Resources section for additional information.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Measurable and rigorous state performance targets will be delineated, based on collaborative self-study with partners and stakeholders using clear, quantifiable baseline data emerging from measurements provided by the Secretary.
2006 (2006-2007)	To be delineated
2007 (2007-2008)	To be delineated
2008 (2008-2009)	To be delineated
2009 (2009-2010)	To be delineated
2010 (2010-2011)	To be delineated

Improvement Activities/Timelines/Resources: 2005-2006 and onward: In continued collaboration with stakeholders, activities, timelines, and resources will be identified to improve state performance on this indicator and to reach the levels of performance for delineated targets.

At the state level, Rhode Island is examining existing policies, practices, and procedures to determine where changes may need to occur across the system and is working to build its capacity to address these and other systemic issues. RI has requested technical assistance from Northeastern Regional Resource Center (NERRC), New England Equity Assistance Center (NEEAC), and other national consultants to address associated issues from a systems improvement perspective. A Disproportionality Workgroup has been convened to review Rhode Island's data analysis and to advise on Rhode Island's procedures for identifying and addressing racial, linguistic, gender, and disability status disproportionality. Within the SEA, information on Disproportionality in RI will be shared to familiarize state staff with the issues and related factors, including using Disproportionality data to guide practices.

Rhode Island's data analysis will continue to utilize data collected from narrative reports, interviews, and record reviews through Rhode Island's Collaborative System of Focused Monitoring: School Support System (SSS) as well as LEAs' applications for Consolidated Resource Plan for Federal Funding (CRP) to determine if disproportionate representation is due to inappropriate identification. This data will be gathered according to a tiered level of intervention based on weighted risk ratios where at least 15 students in the district's ethnic group are in special education (i.e., at least 15 American Indian Students with disabilities in the district) as follows:

LEA Weighted Risk Ratio	Intervention and Data Required by SEA
1.5-1.99	Letter of alert
2.0 - 2.49	District self-assessment

2.5-2.99	Desk audit/paper review with required use of some portion of the 15% required by IDEA 04
3.0+	Desk audit/paper review with required use of full 15% required by IDEA 04

Both self-assessments and paper reviews will inform regular on-site visits as well as the day-to-day district liaison work conducted by OSP staff. Rhode Island will continue to implement procedures for identifying, monitoring, and addressing racial, linguistic, gender, and disability status disproportionality based on the data analysis. Attention will be given to the determination of causal factors for disproportionate representation.

Rhode Island will make available and report to the public data on the progress and/or slippage in meeting the measurable and rigorous targets for Disproportionality found in the SPP. In addition, Rhode Island will report disaggregated data based on the performance of each local educational agency (LEA) by disability category.

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations,

juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of the SPP.

Monitoring Priority: Effective General Supervision Part B/ Child Find

Indicator 7 Percent of preschool children aged 3 through 5 with IEPs who demonstrate improved:

D. Positive social-emotional skills (including social relationships);

E. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and

F. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Outcomes:

B. Positive social-emotional skills (including social relationships);

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and

C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

Overview of Issue/Description of System or Overview of Issue/Description of System or Process:

Currently, each Local Education Agency (LEA) submits data through a desktop application developed in MS Access or through the special education module developed for eRIDE. eRIDE serves as a comprehensive data system that tracks the individual student records from the state test results to program participation over time and across databases. eRIDE streamlines the data collection process and improve the accuracy, timeliness, and utility of information collected at the state level. With the eRIDE system, data is collected in one central location in a real-time environment. Since the data is collected in one central location, the State is no longer dependent on stand-alone systems. Having a central location also eliminates duplicate student records and ensure the accuracy of student demographics (i.e. Last Name, First Name, DOB, Sex, and Race).

Key student level data collected through eRIDE are enrollment, graduation and dropout data, and program participation and services received (special education, english language learner, free and reduced lunch program).

The state has also developed and implemented a unique student identifier system that has been integrated into the data collection process. Students are assigned a unique student identifier that stays with him or her throughout their academic career. A unique student identifier will facilitate the process of linking to other data systems such as Enrollment, Assessment, and Discipline.

Baseline Data for FFY 2004 (2004-2005):

The 2005-2006 baseline data for indicator #11 will be provided in the FFY 2005 APR due February 1, 2007. Please see the *Discussion of Baseline Data* section for additional information

Discussion of Baseline Data:

Indicator #11 is a new indicator area. To meet the new data requirements set by this indicator, Rhode Island will modify its current web-based special education census to also collect the following information:

1. Date parental consent to evaluate was received.
2. Date eligibility was determined.
3. If evaluation and eligibility determination was completed after 60 days, then a reason for delay will also be required.

Reports will be generated for the LEA to run daily/weekly/monthly to ensure accuracy and compliance. Training and documentation will also be provided to the LEAs.

<u>FFY</u>	Measurable and Rigorous Target
2005 (2005-2006)	Baseline data will be collected. Target set by Secretary at 100%
2006 (2006-2007)	Target set by Secretary at 100%

2007 (2007-2008)	Target set by Secretary at 100%
2008 (2008-2009)	Target set by Secretary at 100%
2009 (2009-2010)	Target set by Secretary at 100%
2010 (2010-2011)	Target set by Secretary at 100%

Improvement Activities/Timelines/Resources: In continued collaboration with stakeholders, activities, timelines, and resources will be identified to improve state performance on this indicator and to reach the levels of performance for delineated targets.

Activities	Timeline	Resources
<p>Rhode Island will update current web-based data collection system to meet all new data collection requirements set by new indicator.</p> <p>Rhode Island will train and provide documentation to LEAs on new data requirements to ensure accuracy, timeliness and compliance.</p>	July 2005-June 2006	RI Department of Education, Technology Support personnel and Special Populations/Data Manager personnel
Rhode Island will collect baseline data from LEAs on date parental consent received, date eligibility determined, and if applicable, reason for delays.	June 2006	RIDE, Technology Support Personnel and Special Populations/Data Manager personnel
<p>Continue to develop, refine and maintain database and performance to meet state timeline for determining eligibility.</p> <p>After analyzing the baseline data, Rhode Island will determine whether additional training/documentation is necessary to ensure LEAs meet state timeline for determining eligibility.</p> <p>Rhode Island will continue working with LEAs to ensure accuracy and timeliness of data reported to the state</p>	June 2006 and onward	RIDE, Technology Support Personnel and Special Populations/Data Manager personnel

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of the SPP.

Monitoring Priority: Early Childhood Transition

Indicator –#12: – Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B)).

Measurement:

- a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.

- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
- e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in a but not included in b, c, d or e. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e)] times 100.

Overview of Issue/Description of System or Process:

Currently in Rhode Island, an integrated data system between Part C (Department of Human Services) and Part B (Department of Education) does not exist. Without this system, it is difficult to report on the indicators for the area of Early Childhood Transition. Please see the *Baseline Data* section for further information.

Baseline Data for FFY 2004 (2004-2005):

Very recently, an interagency agreement was developed and signed by the Commissioner and directors of the respective agency departments. This agreement will enable Part C in the future to release the names of children that participated in Early Intervention and were referred to the school district for determination of eligibility for special education services. This will provide us with data that can be matched to determine the number of children referred from Early Intervention who were determined eligible for special education services. Through further analysis, we will be able to match the date of birth to the initial date of that child's IEP. We then will have information on the number of children who had an IEP developed and implemented by their third birthdays.

Discussion of Baseline Data:

The Rhode Island Department of Education will also need to develop additional data systems to account for children who were referred to the LEA, but determined to not be eligible for services.

Measurable and Rigorous Target and Improvement Activities/Timelines/Resources:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Target set by the Secretary at 100%
2006 (2006-2007)	Target set by the Secretary at 100%
2007 (2007-2008)	Target set by the Secretary at 100%

2008 (2008-2009)	Target set by the Secretary at 100%
2009 (2009-2010)	Target set by the Secretary at 100%
2010 (2010-2011)	Target set by the Secretary at 100%

Improvement Activities/Timelines/Resources: In continued collaboration with stakeholders, activities, timelines, and resources will be identified to improve state performance on this indicator and to reach the levels of performance for delineated targets.

Improvement Activity	Timelines	Resources
<p>A interagency agreement was recently developed to allow the SEA to receive Part C info housed at the Department of Human Service (DHS, Part C)</p> <p>An interagency task force will be convened to discuss the process to collect the required transition data at the local level. Forms will be developed for LEAs to complete which allow for a variety of categories and continuing reasons for delay in services. This information is currently not being collected.</p> <p>Alignment of data systems between SEA and Part C lead agency will be a primary goal of this task force.</p>	2005 and onward	RI Department of Education, Office of Special Populations personnel (OSP, Part B) and the Department of Human Service (DHS, Part C) and other collaborative partnerships with stakeholders
<p>The established interagency task force will continue to review and discuss the established data collection process. Review and refinement of the data system will be a priority of the task force.</p> <p>Joint professional development (Part B and Part C) will be provided on how to collect the data from LEAs</p>	School year 2006-2007 and onward	RI Department of Education, Office of Special Populations personnel (OSP, Part B) and the Department of Human Service (DHS, Part C) and other collaborative partnerships with stakeholders

early intervention programs.		
Continued joint professional development will be provided on how to collect the data from LEAs early intervention programs based on any refinements to the data collection system.	2007 and onward	RI Department of Education, Office of Special Populations personnel (OSP, Part B) and the Department of Human Service (DHS, Part C) and other collaborative partnerships with stakeholders

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of the SPP.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13– Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. (20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = # of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals divided by # of youth with an IEP age 16 and above times 100.

Overview of Issue/Description of System or Process:

The Secondary Transition indicators (#1, #2, #13 and #14) of the Rhode Island State Performance Plan have been developed through the ongoing work of the RI Transition Council since initiation of the Continuous Improvement Monitoring Process (CIMP) process. The Rhode Island Transition Council assisted in the development of the first State Improvement Plan and continues as the advisory body to RIDE on secondary transition issues. The Rhode Island Transition Council includes: students, parents, representatives of local education agencies and the following state agencies:

- RI Department of Education/Office of Special Populations (Chair)
- RI Department of Education/Office of Research, High School Reform and Workforce Development
- RI Department of Mental Health, Retardation and Hospitals/Division of Integrated Mental Health
- RI Department of Mental Health, Retardation and Hospitals/Division of Developmental Disabilities
- RI Department of Human Services/Office of Rehabilitation Services
- RI Office of Higher Education
- RI Department of Children, Youth and Families
- RI Department of Labor and Training
- RI Department of Health.

The Rhode Island Transition Council will continue to assist the Rhode Island Department of Education (RIDE) in meeting the expectations of the State Performance Plan.

Rhode Island's Collaborative System of Focused Monitoring: School Support System (SSS) incorporates a variety of instruments and procedures that are utilized to ensure compliance with state and federal laws and regulations. The process is a focused 5-year cycle for LEAs and requires LEA self-assessment, data analysis, interviews, surveys and on-site visits. The process is framed upon a self-assessment system that requires data collection analysis and continuous improvement planning. SSS examines the records of a representative selection of students in each school district as part of the School Support System monitoring reviews. The review of student records includes a review of the transition page of the students IEP that must be completed for all students age 14 or older. Specific violations of this requirement are noted in the district's School Support System report as a compliance matter needing immediate attention. RIDE engages a one-year verification process as the closure component of the School Support System process. Approximately nine months from the date that RIDE accepts the monitoring support plan, verification documentation is submitted to RIDE for review. One year from the date of the monitoring support plan was accepted by RIDE a closure /verification letter is issued to the LEA based on RIDE's verification of the LEA's successful completion of the support plan to examine compliance with the issues identified in the School Support System Report.

Baseline Data for FFY 2004 (2004-2005):

RIDE will be examining the potential to collect this data from the districts as part of the census reporting and/or continue to refine the data analysis process prior to a School Support System on-site review. RIDE will develop recommendations to improve this indicator by June 2006 with full implementation expected in the 2006-07 school year. Since this is a new indicator, baseline and targets will be provided in FFY 2005 APR due February 1, 2007

Discussion of Baseline Data:

Since this is a new indicator, baseline, targets and discussion of baseline will be provided in FFY 2005 APR due February 1, 2007.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Measurable and rigorous state performance targets will be delineated, based on collaborative self-study with partners and stakeholders using clear, quantifiable baseline data emerging from measurements provided by the Secretary.
2006 (2006-2007)	To be delineated
2007 (2007-2008)	To be delineated
2008 (2008-2009)	To be delineated
2009 (2009-2010)	To be delineated
2010 (2010-2011)	To be delineated

Improvement Activities/Timelines/Resources:

In continued collaboration with stakeholders, activities, timelines, and resources will be identified to improve state performance on this indicator and to reach the levels of performance for delineated targets.

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities.

Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of the SPP.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14. – Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = # of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school divided by # of youth assessed who had IEPs and are no longer in secondary school times 100.

Overview of Issue/Description of System or Process:

The Secondary Transition indicators (#1, 2, 13 and 14) of the Rhode Island State Performance Plan have been developed through the ongoing work of the RI Transition Council since initiation of the Continuous Improvement Monitoring Process (CIMP) process. The RI Transition Council assisted in the development of the first State Improvement Plan and continues as the advisory body to RIDE on secondary transition issues. The RI Transition Council includes: students, parents, representatives of local education agencies and the following state agencies:

- RI Department of Education/Office of Special Populations (Chair)
- RI Department of Education/Office of Research, High School Reform and Workforce Development
- RI Department of Mental Health, Retardation and Hospitals/Division of Integrated Mental Health
- RI Department of Mental Health, Retardation and Hospitals/Division of Developmental Disabilities
- RI Department of Human Services/Office of Rehabilitation Services
- RI Office of Higher Education
- RI Department of Children, Youth and Families
- RI Department of Labor and Training
- RI Department of Health.

The RI Transition Council will continue to assist RIDE in meeting the expectations of the State Performance Plan.

Rhode Island conducted two outcome studies examining a representative sample of students utilizing the NTLS indicators in 1999 and again in 2004. The results of both of those studies were very consistent with the results of the two NTLS studies. RIDE is continuing to collect student outcome data with the high schools identified as low performing and not improving through the State Improvement Grant. Currently seven schools will be conducting follow up studies with all graduating seniors in special education this year and graduates two years out.

Baseline Data for FFY 2004 (2004-2005):

Since this is a new indicator, baseline and targets will be provided in FFY 2005 APR due February1, 2007.

Discussion of Baseline Data:

Since this is a new indicator, baseline, targets and discussion of baseline data will be provided in FFY 2005 APR due February1, 2007.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Measurable and rigorous state performance targets will be delineated, based on collaborative self-study with partners and stakeholders using clear, quantifiable baseline data emerging from measurements provided by the Secretary.
2006 (2006-2007)	To be delineated
2007 (2007-2008)	To be delineated
2008 (2008-2009)	To be delineated
2009 (2009-2010)	To be delineated
2010 (2010-2011)	To be delineated

Improvement Activities/Timelines/Resources:

In continued collaboration with stakeholders, activities, timelines, and resources will be identified to improve state performance on this indicator and to reach the levels of performance for delineated targets.

A team from Rhode Island participated in the two National Outcome Data Summits provided by NCSET and has been in close contact with the work of the National Post-School Outcome Center

as sources for guidance in meeting the expectations of this indicator. RIDE, along with agency and university partners, has applied for the OSEP, IDEA General Supervision Enhancement Grant for 2005 and anticipates devoting the efforts of the grant to build the states capacity to develop a system of ongoing student outcome data collection and analysis. Rhode Island has previous experience with similar outcome studies and continues to conduct outcome studies with the schools supported by the State Improvement Grant. The experiences gained from these studies along with information from the National Post-School Outcome Center will be used to design the Rhode Island outcome data system. With the aid from the OSEP, IDEA General Supervision Enhancement Grant, if awarded, RIDE will have a pilot of the system in place by the 2006-07 school year. If the OSEP, IDEA General Supervision Enhancement Grant is not received, the work on this indicator will continue but RIDE capacity issues will need to be examined to meet the expected timelines.

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of the SPP.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator #15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification. (20 U.S.C. 1416 (a)(3)(B))

Measurement:

A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:

- a. # of findings of noncompliance made related to monitoring priority areas and indicators.

- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = b divided by a times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification:

- a. # of findings of noncompliance made related to such areas.
b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = b divided by a times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

C. Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification:

- a. # of agencies in which noncompliance was identified through other mechanisms.
b. # of findings of noncompliance made.
c. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = c divided by b times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

Overview of Issue/Description of System or Process:

Rhode Island's Collaborative System of Focused Monitoring: School Support System (SSS) incorporates a variety of instruments and procedures that are utilized to ensure compliance with state and federal laws and regulations. The process is a focused 5-year cycle for LEAs and requires LEA self-assessment, data analysis, interviews, surveys and on-site visits. The process is framed upon a self-assessment system that requires data collection analysis and continuous improvement planning. These multiple sources of information are used to develop a support plan that is directed at increasing student performance and is founded on proven practice. Moreover, the Rhode Island Department of Education, Office of Special Populations seeks to create collegial and collaborative relationships with the school district, thereby involving the entire district in evaluating the quality of special education services. As a result, the process delineates the district's strengths and needs, culminating in the development of a plan to improve service delivery. Our goal is to implement agreements in a timely and systematic way to get corrective actions instituted in order to assure continuous high performance of all children. Moreover, the School Support System addresses the Comprehensive Education Strategy and the R.I. Student Investment Initiative. These are state general education initiatives designed to close gaps in student performance and prepare students for the 21st century. The School Support System is designed to align with current standards-based reform efforts and supports the following beliefs and assumptions:

- an assigned category or level of disability does not define the educational needs of students

- to the maximum extent possible, students with special needs are meaningfully included in the general education program

- the curricula are based on standards that are sufficiently broad to support the learning needs of all students and include academic and skill areas

- Individual Education Programs reflect state and local standards for student performance, incorporate varied assessments, and utilize a broad array of accommodations for teaching and learning

- a comprehensive system of professional training must support and encourage the involvement of all personnel in addressing the learning needs of students with the full range of abilities and disabilities

The SSS procedures, instruments, monitoring schedules, and final reports are available online at www.ritap.org. Through the SSS self-assessment process qualitative and quantitative data sources that have the most direct relationship with student performance and program effectiveness are analyzed. These include:

- collecting and reviewing a range of performance measures (e.g., data from the Rhode Island Department of Education's Information Works and Rhode Island's School Accountability for Learning and Teaching (SALT) Survey, graduation and drop-out rates of special education students, suspensions, expulsions)

- reviewing a sample of students' special education records

- surveying administrators, special educators, general educators, parents, and related personnel

- observing special education students randomly selected for the SSS visit

- engaging in on-site discussions/interviews with students randomly selected for the SSS visit

- interviewing special and general education personnel, and parents

Baseline Data for FFY 2004 (2004-2005):

During 2004-2005 there were six overlying focus areas and 35 indicators for program review. Five districts and two charter schools were monitored for a total of seven LEAs. The priority areas for monitoring as detailed in Section 616 of IDEA, 2004 are an integral part of the School Support System (SSS) process and are reflected indicators that are monitored. The resolution sessions, however, are new so as of July 1, 2005 became part of the due process system information that is integrated into the SSS process. Indicator areas are rated either Performance or Compliance. Performance is equated with overall practice being legally compliant, concerns limited to a few isolated situations: data sources agree; data equal to state average or expected comparative data. Compliance is equated with a violation of a legal requirement occurring, data sources agree and indicate a compliance violation, policies and procedures are not implemented correctly throughout the LEA.

LEAs must address non-compliance concerns immediately so that no indicator is noncompliant. Performance areas under the guidance of the Office of Special Populations are also reflected via the continuous improvement support planning process strategies for growth as related to best practices and improving outcomes for students. The SSS Team and the district jointly develop the Support Plan. Furthermore, the Support Plan details technical assistance and training needed to enable the schools and district to strengthen selected educational programs and correct essential areas. Resources are identified and made available to the district to assist in carrying out their support plans. The School Support System continuous improvement planning will include action

plans, specific resources, staff responsibilities, timelines for completion, and mechanisms for verification. It is critical that these plans focus on continuous improvement in delivery systems and curricula that lead to higher achievement for students with disabilities. Approximately nine months from the date that RIDE accepts the monitoring support plan, verification documentation is submitted to RIDE for review. One year from the date of the monitoring support plan was accepted by RIDE a closure /verification letter is issued to the LEA based on RIDE's verification of the LEA's successful completion of the support plan. School Support System monitoring reports, complaints mediation and due proces hearing information is available on the Rhode Island Technical Assistance Project webiste at www.ritap.org . Data from 2004-2005 are as follows:

- A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification: 100% within the one year timeline of identification*
 - a. 28 findings of noncompliance were made related to monitoring priority areas and indicators.
 - b. 26* corrections were completed as soon as possible but in no case later than one year from identification.

*The two (2) findings in the process of being corrected were from district's monitored in spring 2005, hence, there are still within their one year timeline for correction and will be corrected no later than May 2006.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken. N/a at this time

- B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification: 100% within the one year timeline of identification*

- a. 44 findings of noncompliance made related to such areas.
- b. 38* corrections were completed as soon as possible but in no case later than one year from identification.

*The six (6) findings in the process of being corrected were from district's monitored in spring 2005, hence, there are still within their one year timeline for correction and will be completed no later than May 2006.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken. N/A at this time.

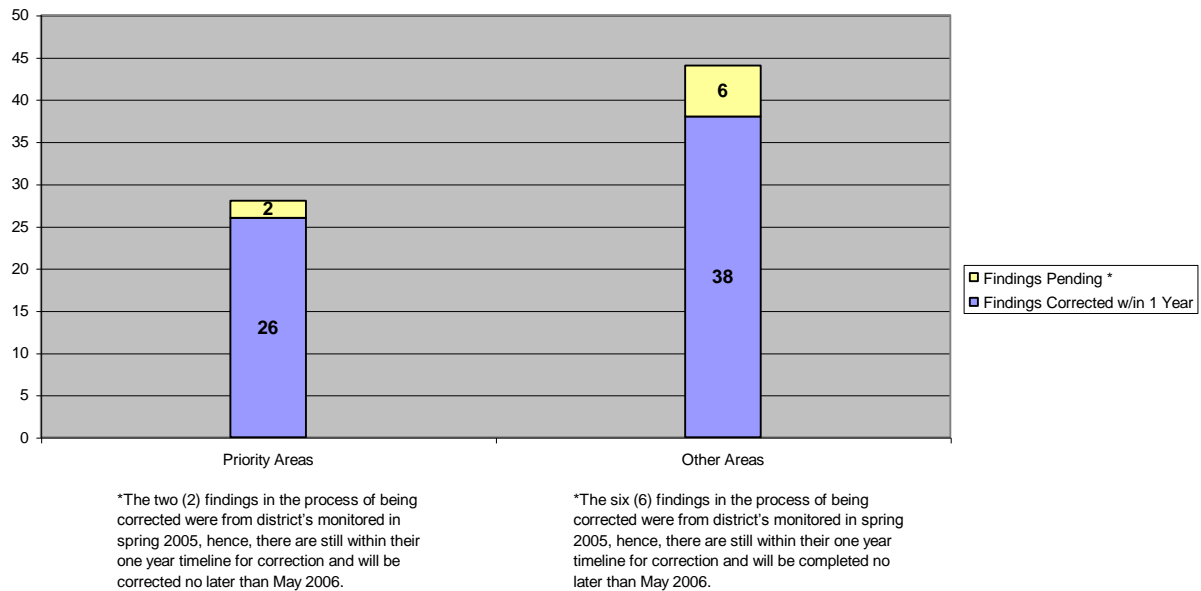
Topical areas for noncompliance related to areas not included in the above monitoring priority areas

IEP Issues*	Compliance Issue and Performance Issue: Area to Improve
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* Record Review IEP Issues were framed on IEP development and is both a compliance and performance indicator. Also refer to the discussion of baseline data and activities for improvement section for additional information.

Table 1:

State Monitoring: Noncompliance and Corrections within One Year Timeline



Discussion of Baseline Data:

Table 1 reflects the LEAs meeting requirements through the 5-year focused monitoring cycle for 2004-2005. In summary, the School Support System is a comprehensive and collaborative system of focused monitoring that not only looks at the school district's degree of compliance with special education laws and regulations, but also the relationships among the district's teaching and learning practices and the performance indicators for students with disabilities. Hence, the system analyzes the districts' compliance with the Individuals with Disabilities Education Act and the states Regents Regulations and how the district practices related to critical performance indicators for students with disabilities. We believe the data continue to support this assessment.

The Rhode Island Department of Education through its Rhode Island Technical Assistance Project provides training and technical assistance in IEP development that assists in establishing the connection between improved student results and procedural compliance with issues such as general education teacher participation, quality present levels of performance statements, measurable goals, progress monitoring and consideration of students; strengths and needs. Not only are these procedural issues, these are relevant components of effective teaching. In addition, the Supporting All Students (SAS) capacity building initiative addresses differentiated instruction and universal design for learning to further service delivery in the least restrictive environment. Supporting All Students assists teachers, school-based administrators, special education directors and others to effectively use these philosophies to inform their education practices and service delivery continuums.

Systemic issues are identified through the analysis of all data. As we examine our data, the specificity of our information increases and thus our abilities to effectively use the data to inform and refine our process, procedures and instruments. This specificity across procedures highlights systemic issues to be addressed such as differentiated instruction and universal design for learning, inclusive educational practices, and IEP development. RI Department of Education,

Office of Special Populations in conjunction with the RI Technical Assistance Project and the Supporting all Students initiative will target and provide technical assistance through a myriad of professional development and technical assistance opportunities to address needs as identified through the School Support System process. These include:

- The IEP Network is designed to assist families, students and school personnel in developing individualized programs for students with disabilities that meet the same high standards established for all students. This initiative strives to increase access to the general curriculum for students with disabilities, to ensure the participation of students with disabilities in accountability and assessment efforts, and to provide technical assistance on IEP development. The IEP Network's long-range goal is to have at least one teacher and one parent in every school building in the state as a resource network member.

- Legal Affairs provides technical assistance to state and local education departments, parents, and interest groups on regulatory requirements of special education: coordinates a system of due process including complaints, mediation and due process hearings; and publishes informational documents.

- The Supporting All Students (SAS) initiative builds capacity within schools and districts to differentiate instruction for all students, by preparing educators to provide professional development, demonstrate strategies, coach and otherwise support their colleagues. The initiative increases educators' understanding of differentiated instruction and how to implement differentiated instruction strategies in schools and classrooms to meet the needs of and improve results for students K-12.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Targets set by the Secretary at 100%
2006 (2006-2007)	Targets set by the Secretary at 100%
2007 (2007-2008)	Targets set by the Secretary at 100%
2008 (2008-2009)	Targets set by the Secretary at 100%
2009 (2009-2010)	Targets set by the Secretary at 100%
2010 (2010-2011)	Targets set by the Secretary at 100%

Improvement Activities/Timelines/Resources: In continued collaboration with stakeholders, activities, timelines, and resources will be identified to improve state performance on this indicator and to reach the levels of performance for delineated targets. There are ongoing continuous improvement activities that the State utilizes to support districts in their improvement efforts. Activities related to indicators measurements A and B are reflected in the chart below.

Improvement Activities	Timelines	Resources
Continue to support districts in their continuous improvement efforts through Support Plan planning, guidance documents; procedures and policies; SSS self-assessments and analysis of data from formal complaints, mediations, and due process hearings.	July 2004 and onward	<p>Monitoring procedures and schedules</p> <p>Monitoring reports</p> <p>Dispute resolution databases</p> <p>State Improvement Plan/State Improvement Plan Liaison</p> <p>LEA Support Plans</p> <p>Complaint Investigations</p> <p>Rhode Island Technical Assistance Projects</p> <p>Rhode Island Technical Assistance Project, Legal Analyst</p> <p>Office of Special Populations, District Liaisons</p> <p>Office of Special Populations, School Support System personnel</p>
Continue to provide targeted assistance to LEAs through guidance documents, Supporting All Students initiatives, part B discretionary funds targeting improvement strategies through support planning, and technical assistance specifically in the areas of concern; IEP development through a variety of sources such as the IEP Network, Legal Affairs and other technical assistance supports such as the Supporting All Students (SAS) initiative, Autism Spectrum Disorders Support Center, Children's Behavioral Health Initiative and the Traumatic	July 2004 and onward	<p>Rhode Island Technical Assistance Project programs and resources</p> <p>IEP Network</p> <p>Supporting All Students (SAS) initiative</p> <p>Part B Discretionary funds targeting improvement strategies through support planning,</p> <p>Rhode Island State Improvement Grant (RISIG) work with IHEs</p> <p>Office of Special Populations, District Liaisons</p>

<p>Brain Injury Resource Center.</p> <p>The Rhode Island State Improvement Grant (RISIG) has enabled Rhode Island College hired a fulltime faculty member to foster greater collaboration between higher education special and general education departments and to produce long-term program and curriculum changes in higher education (RISIG).</p> <p>RIDE/Rhode Island College/University of Massachusetts has an established partnership to prepare Teachers of the Visually Impaired (TVIs) and Orientation and Mobility Specialists</p>		
<p>Continue to develop, refine and maintain database and performance of system for the identification and correction of IDEA noncompliance</p>	<p>July 2004 and onward</p>	<p>Rhode Island Technical Assistance Project programs and resources</p> <p>IEP Network</p> <p>Supporting All Students (SAS) initiative</p> <p>Part B Discretionary funds targeting improvement strategies through support planning,</p> <p>Rhode Island State Improvement Grant (RISIG) work with IHEs</p> <p>Office of Special Populations, District Liaisons</p>

C. Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification:

- #of agencies in which noncompliance was identified through other mechanisms.
- # of findings of noncompliance made.
- # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = c divided by b times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.

The RI Department of Education does not collect the data indicated in this section (#15C) through the SEA complaint management system.

Attachment 1. Complaint, Mediations and Hearing Data for #15C #16 ,#17, #18, and #19

SECTION A: Signed, written complaints	
(1) Signed, written complaints total	32
(1.1) Complaints with reports issued	32
(a) Reports with findings	29
(b) Reports within timeline	27
(c) Reports within extended timelines	2
(1.2) Complaints withdrawn or dismissed	3
(1.3) Complaints pending	0
(a) Complaint pending a due process hearing	0

SECTION B: Mediation requests	
(2) Mediation requests total	100
(2.1) Mediations	
(a) Mediations related to due process	2
(i) Mediation agreements	56
(b) Mediations not related to due process	98
(i) Mediation agreements	56
(2.2) Mediations not held (including pending)	2

SECTION C: Hearing requests	
(3) Hearing requests total	46
(3.1) Resolution sessions	0
(a) Settlement agreements	0
(3.2) Hearings (fully adjudicated)	7
(a) Decisions within timeline	2
(b) Decisions within extended timeline	5
(3.3) Resolved without a hearing	39

SECTION D: Expedited hearing requests (related to disciplinary decision)	
(4) Expedited hearing requests total	2
(4.1) Resolution sessions	-
(a) Settlement agreements	2
(4.2) Expedited hearings (fully adjudicated)	-
(a) Change of placement ordered	0

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of the SPP.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator – 16.

Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State. (20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = $(1.1(b) + 1.1(c)) \text{ divided by } (1.1) \text{ times } 100$

Overview of Issue/Description of System or Process:

The RI Department of Education implements a system of special education complaint consistent with Federal Regulation 300.660-662. All complaints investigated during the timelines reported were investigated consistent with these regulations.

Baseline Data for FFY 2004 (2004-2005): 100%

Discussion of Baseline Data: Data accurately reflects complaint investigation procedures.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Targets set by the Secretary at 100%
2006 (2006-2007)	Targets set by the Secretary at 100%
2007 (2007-2008)	Targets set by the Secretary at 100%
2008 (2008-2009)	Targets set by the Secretary at 100%
2009 (2009-2010)	Targets set by the Secretary at 100%
2010 (2010-2011)	Targets set by the Secretary at 100%

Improvement Activities/Timelines/Resources: In continued collaboration with stakeholders, activities, timelines, and resources will be identified to improve state performance on this indicator and to reach the levels of performance for delineated targets. The RI Department of Education continues to monitor the complaint investigation process and procedures to ensure compliance with Federal regulations and requirements.

Improvement Activities	Timelines	Resources
Continue to review, maintain and refine database and performance of system	July 2004 and onward	RI Department of Education, RI Technical Assistance

consistent with IDEA requirements.		Project.
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Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of the SPP.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator –: 17: Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines.(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = (3.2(a) + 3.2(b)) divided by (3.2) times 100.

Overview of Issue/Description of System or Process: Due Process Hearings reported during the timeline in question followed a procedure of completing the hearing within 45 calendar days or extending the 45-day hearing timeline with documentation of an extension, consistent with regulations.

Baseline Data for FFY 2004 (2004-2005): Seven (7) hearings fully adjudicated all within timeline or with proper documented extensions.

Discussion of Baseline Data:): Seven (7) hearings fully adjudicated all within timeline or with proper documented extensions.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Targets set by the Secretary at 100%
2006 (2006-2007)	Targets set by the Secretary at 100%
2007 (2007-2008)	Targets set by the Secretary at 100%
2008 (2008-2009)	Targets set by the Secretary at 100%
2009 (2009-2010)	Targets set by the Secretary at 100%
2010 (2010-2011)	Targets set by the Secretary at 100%

Improvement Activities/Timelines/Resources: In continued collaboration with stakeholders, activities, timelines, and resources will be identified to improve state performance on this indicator and to reach the levels of performance for delineated targets. The RI Department of Education continues to monitor the Due Process Hearing procedures to ensure compliance. Changes are made to the system as needed.

Improvement Activities	Timelines	Resources
Hearing Officer Training	2x per year and as needed Training ongoing 2005 through 2010	RI Technical Assistance Project (RITAP) North East Regional Resource Center (NERRC)

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of the SPP.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator –18 Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. (20 U.S.C. 1416(a)(3(B))

Measurement: Percent = 3.1(a) divided by (3.1) times 100.

Overview of Issue/Description of System or Process: There was no federal requirement for a process or procedure for the time indicated in this report. No Resolution Sessions were reported prior to July 1, 2005. Commencing forward from July 1, 2005 the RI Department of Education has informed each RI LEA of their responsibility to provide for a resolution session as required under IDEA 2004. Commencing July 1, 2005 the RIDE collects data, on the number of resolution sessions and the outcome of the resolution session. Data on resolution sessions will be collected and a database will be maintained. This database will be reviewed periodically to ensure appropriateness of use etc. The RIDE has also offered and provided assistance for LEAs in meeting their responsibilities under this section of the statute by providing the services of the state technical assistance project RI Technical Assistance Project. The Department of Education will continue to monitor the progress and collect data on the utilization and LEA policies and procedures relative to resolution sessions.

Measurable and Rigorous Target: None as this is a new indicator

Baseline Data for FFY 2004 (2004-2005): None as this is a new indicator

Discussion of Baseline Data: None as this is a new indicator

Improvement Activities/Timelines/Resources: In continued collaboration with stakeholders, activities, timelines, and resources will be identified to improve state performance on this indicator and to reach the levels of performance for delineated targets. No Resolution Sessions were reported prior to July 1, 2005. The RI Department of Education will monitor the LEAs compliance with the new requirements for Resolutions Sessions effective July 1, 2005. Additionally, the RI Department of Education will offer technical assistance to LEAs and interested parties regarding effective use of the resolution session.

Improvement Activities	Timelines	Resources
<p>Continue to develop, refine and maintain database and performance of system to meet IDEA requirements</p> <p>Rhode Island will continue working with LEAs to ensure accuracy and timeliness of data reported to the state.</p> <p>Technical Assistance to the LEA and parent organizations on effective techniques for engaging in resolution session is incorporated into Hearing Officer and mediator training in addition to training for LEA's and parent organization annually and ongoing through 2010.</p>	<p>July 2004 and onward</p>	<p>RI Department of Education, RI Technical Assistance Project.</p>

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26

maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of the SPP.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator –19 Percent of mediations held that resulted in mediation agreements. (20 U.S.C. 1416(a)(3)(B)) 56%in 2005

Measurement: Percent = (2.1(a)(i) + 2.1(b)(i)) divided by (2.1) times 100.

Overview of Issue/Description of System or Process:

Baseline Data for FFY 2004 (2004-2005): Of the 100 mediation requests, 56% resulted in a written mediation agreement. 16 were withdrawn by agreement reached prior to mediation taking place.

Discussion of Baseline Data: Mediation success rate for period in question is recorded by the RI Department of Education to be 72%

FFY	Measurable and Rigorous Target
2005 (2005-2006)	57%
2006 (2006-2007)	58%
2007 (2007-2008)	59%
2008 (2008-2009)	60%
2009 (2009-2010)	61%
2010	62%

(2010-2011)	
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Improvement Activities/Timelines/Resources: In continued collaboration with stakeholders, activities, timelines, and resources will be identified to improve state performance on this indicator and to reach the levels of performance for delineated targets.

Improvement Activities	Timelines	Resources
Mediator Training	2x per year and as needed Training ongoing 2005 through 2010	RI Technical Assistance Project (RITAP) Northeast Regional Resource Center (NERRC) CADRE

Part B State Performance Plan (SPP) for 2005-2010

Overview of the State Performance Plan Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of the SPP.

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator - #20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

Measurement: State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring accuracy).

Overview of Issue/Description of System or Process:

Currently, each Local Education Agency (LEA) submits data through a desktop application developed in MS Access or through the special education module developed for eRIDE. eRIDE serves as a comprehensive data system that tracks the individual student records from the state test results to program participation over time and across databases. eRIDE streamlines the data collection process and improve the accuracy, timeliness, and utility of information collected at the state level. With the eRIDE system, data is collected in one central location in a real-time environment. Since the data is collected in one central location, the State is no longer dependent on stand-alone systems. Having a central location also eliminates duplicate student records and ensure the accuracy of student demographics (i.e. Last Name, First Name, DOB, Sex, and Race).

Key student level data collected through eRIDE are enrollment, graduation and dropout data, and program participation and services received (special education, english language learner, free and reduced lunch program).

The state has also developed and implemented a unique student identifier system that has been integrated into the data collection process. Students are assigned a unique student identifier that stays with him or her throughout their academic career. A unique student identifier will facilitate the process of linking to other data systems such as Enrollment, Assessment, and Discipline.

Baseline Data for FFY 2004 (2004-2005):

Timeliness/Accuracy:

Rhode Island has submitted the Annual Performance Report and the State Performance Plan will be submitted in timely accordance. Rhode Island has not submitted 618 Data Reports on time. Child Count and Placement reports have been submitted past the February 1st deadline. The Exiting, Discipline, and Personnel Data Reports have also been submitted past the November 1st deadline.

With both applications, LEAs are supplied with a number of maintenance reports that help cleanup the data. LEAs are reminded to run all maintenance reports prior to submitting data to the state. Once the data is submitted, Rhode Island follows through with a number of steps to verify and correct the data. During the verification period, Rhode Island works closely with the LEAs to ensure accuracy.

When making the transition to the new web-based system, each LEA is provided with training and documentation. LEAs are also provided with documentation regarding any new changes to data fields and data requirements.

Discussion of Baseline Data:

Seventy-five percent (75%) of Rhode Island districts utilize the special education module on eRIDE. Rhode Island plans on moving the remaining LEAs to the web-based special education module on eRIDE.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Targets set by the Secretary at 100%
2006 (2006-2007)	Targets set by the Secretary at 100%
2007 (2007-2008)	Targets set by the Secretary at 100%
2008 (2008-2009)	Targets set by the Secretary at 100%
2009 (2009-2010)	Targets set by the Secretary at 100%
2010 (2010-2011)	Targets set by the Secretary at 100%

Improvement Activities/Timelines/Resources: In continued collaboration with stakeholders, activities, timelines, and resources will be identified to improve state performance on this indicator and to reach the levels of performance for delineated targets. There are ongoing continuous improvement activities that the State utilizes to support districts in their improvement efforts. These activities are reflected in the chart below.

Improvement Activities	Timelines	Resources
<p>Continue to develop, refine and maintain database and performance of system for the identification and correction of IDEA noncompliance</p> <p>Revisions to the special education census to accurately reflect data regarding children with disabilities.</p> <p>Rhode Island will continue working with LEAs to ensure accuracy and timeliness of</p>	July 2004 and onward	RIDE, Technology Support Personnel and Special Populations/Data Manager personnel

data reported to the state.		
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Appendix A. Graduation and Dropout Rates 2003-2004

Part B Annual Performance Report
Graduation and Dropout Rates 2003-2004

	9th Grade	10th Grade	11th Grade	12th Grade	Total	Graduated	Graduated w/Cert.	Total Graduates	Graduation Rate	Dropout Rate
	Dropout	Dropout	Dropout	Dropout	Dropout					
01										
02										
03										
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100										
Grand Total	130	122	190	68	510	1301	3	1304	71.89%	28.11%
48	CVS Highlander	N/A								
51	Paul Cuffee Charter	N/A								
52	Kington Hill Academy	N/A								
53	International Charter	N/A								
54	Blackstone Academy	N/A								
55	Compass Charter School	N/A								
60	DCYF	N/A								

Note: Rhode Island used the following NCES cohort formula to calculate the dropout rate for the graduating class of 2002-03.

$$\text{Graduation Rate} = \frac{\text{Number of 2004 Graduates}}{\text{X 100}}$$

$$\text{Graduation Rate} = \frac{\begin{matrix} \# \text{ of 2004 Graduation +} \\ \# \text{ of grade 9 dropouts in 2000-01 +} \\ \# \text{ of grade 10 dropouts in 2001-02 +} \\ \# \text{ of grade 11 dropouts in 2002-03 +} \\ \# \text{ of grade 12 dropouts in 2003-04 +} \end{matrix}}{\text{X 100}}$$

* High School Students from Jamestown and Little Compton are reported in North Kingstown and Portsmouth respectively.

Appendix B. Assessment Consideration Letter From M. Spellings



THE SECRETARY OF EDUCATION

WASHINGTON,

DC 20202

July 19, 2005

Honorable Peter McWalters
Commissioner of Education
State Department of Education
Shepard Building
255 Westminster Street Providence,
Rhode Island 02903

Dear Peter:


I am writing in response to the proposal submitted for the New England Common Assessment Program, which indicates the intent of New Hampshire, Rhode Island, and Vermont to move from a spring testing schedule to a fall testing schedule while adopting the assessments required by the No Child Left Behind Act of 2001 (NCLB).

Previously, the Compact States administered grade-span assessments in the spring of each year. With the transition to testing in each of grades 3-8 in 2005-06, the Compact States will now administer these assessments in the fall of each year. Under the transition authority in section 4(c) of NCLB, the States in the Compact may make determinations of adequate yearly progress (AYP) for the 2004-05 school year for elementary and middle schools by using only the other academic indicator they have included in their State accountability plans. These decisions will affect school and district improvement status for the 2005-06 school year. The new assessments to be given this coming fall must be used for AYP determinations for the 2005-06 school year to identify elementary and middle schools, and their districts, for improvement for 2006-07. This transition has no effect on high schools; these schools will continue to receive AYP decisions based on graduation rates, participation rates, and the reading/language arts and mathematics assessments administered in spring 2005.

I appreciate your patience as we worked through the complexities of this proposal. Please be aware that if Rhode Island does not meet all NCLB requirements, as modified by the policy set forth above, the Department may consider taking enforcement action, including withholding of a portion of your Title I State administrative funds.

I am sending an identical response to the chief State school officers of New Hampshire and Vermont. I applaud your efforts to pool your resources to create a standards and assessment system that works for all three States.

Sincerely,


Margaret Spellings

Our mission is to ensure equal access to education and to promote educational excellence throughout the nation.

TOTAL F, C)

